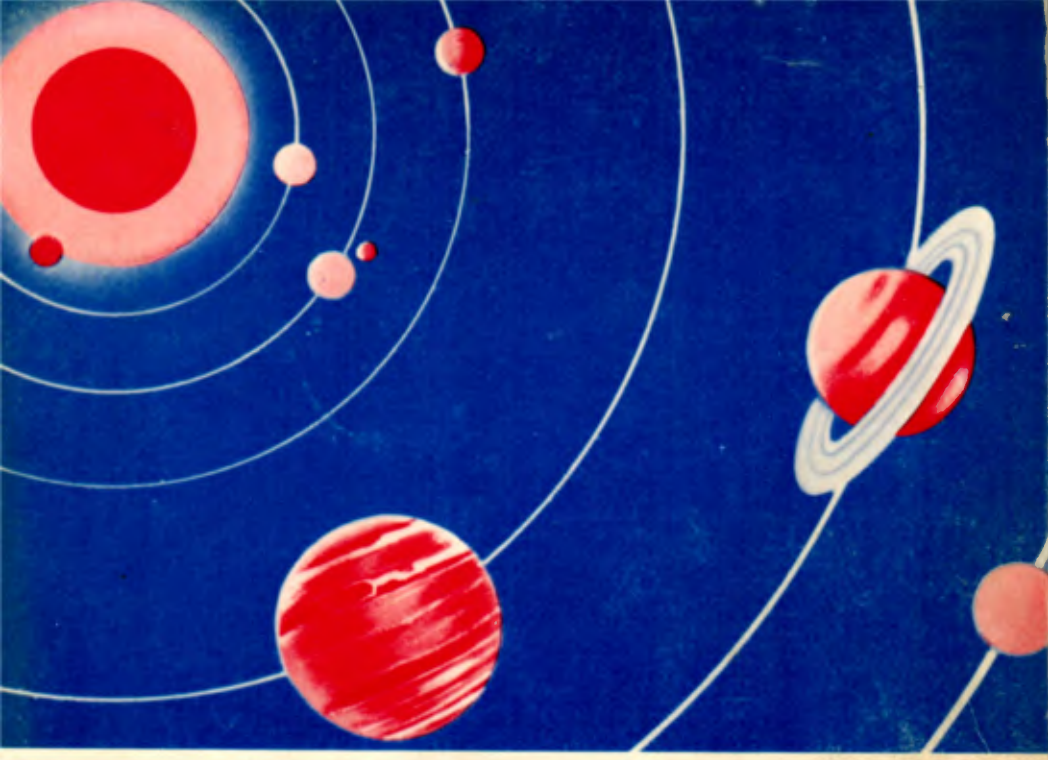

HOW (Y)OUR UNIVERSE WORKS

AL SNYDER

HOW
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UNIVERSE
WORKS

BY

AL SNYDER

AUTHOR OF:

"Mathemagic For Idiots & Geniuses"
"Newton's Laws Are Full Of Flaws"
"Moon The Weather God"
"Satan's Sauna And The Devil's Triangle"
"How (Y)our Universe Works"

In the making (if time permits):

sequel to "How (Y)our Universe Works"
"Magicalculus" ?Teach Calculus In 4th Grade?
"Trigomagic" Computer-age Trig--Using 2's
"Mathemagic" For Blockheads, etc.

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AL SNYDER

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For information, address the publisher:
(SIR) Snyder Institute of Research, 508 North Pacific Coast Highway, Redondo Beach, California 90277, U.S.A.

Dedicated to my wonderful late wife

Ida L. Snyder

who faithfully stood by me to a very sad end -- worsened by the many adverse criticisms.

An incomplete list of those who gave me encouragement to continue with my research follows:

Dr. Frank F. Goetz; John Nicholas Geges and family; my two daughters, Connie, Jerry and husband Robert Zimmerman, their daughters Denise and Robyn; grandchildren Carol, Aaron, and Bryan Tapking; George and Rene Burke; Ruth and Millard Day; John Tindall; Shad Old; Orie and Betty Garranto; The Most Rev. Angelo Guarino; Rod and Toby Nielsen; Helen and Frank Gompert; Dick and Irene Hardie; Bob and Lee Ryan; Carl and Agnes Wesnesky; Ed Rudalevich; Basil, Gary, and Kathy Miller; Cliff and Madlyn Cowieson; Dave Hayward; Susumo Okamoto; Bud and Evelyn Pixler; Morrie and June Sadoff; Tom, Rose, Janet, and Carol Washburn; Steve, Norma, and Stephanie Felix; Eva and Steve Smythe; Bill Caldwell; Addie Castile; George Rickert; George and Polly Matthews; Maria Bretnacker; Amer, Don, and Myra White; Murray and Evelyne Strausberg; Harvey Lord; Ken and Ann Huthmaker; Claude and Rose Dees; Marge Farnsworth; Joanne Colburn; Bob and Ruby Brigden; Jack Smith; Yves Fournier; Jack Lewis; Dave Blousey; Art Barlow; Dan Revelle; Bill Fasoli; Glenn McDaniels; Jay Ware; Dr. Robert Harrick; Dr. Bill Taylor; Dr. J. V. Redington; Dr. Tam; Dr. Aris Rice; Dolly and Iyone Decker; Bob Smith; Jo, Joe, and Leo MacZuga; Bob and Joan Stone; Dave Baltimore; John Snyder; George and Longie Cruz; Mr. and Mrs. John Conti; Russell and Mayvern Ball; Shirley Ranville; Dr. Jim Horner; Carolyn De Moss, Margaret Furtkamp; George Atha; Stephanie, Betty, and Steve Nunes; C. K. and Catherine Spangler; Jim and Kathy Bickford; Hank Gehring; Sheila Owens, Keith Werner, Barney Miller, Dr. Phillip Kleinburg, Prof. Alan Andrews, John Edward & Marilyn (Mona Lisa) Griego, Ximena Morales, D. Moore.

HOW (Y)OUR UNIVERSE WORKS

OUTLINE OF CHAPTERS

Chapter 1
THE ZODIAC

You may have heard the story about George Washington Carver (1864-1943) -- born the son of slaves -- who acquired fame for the many industrial developments of the peanut. The story goes -- that while a young man he prayed to the Lord -- to disclose to him the secrets of the universe. "They are reserved for me alone" -- was His reply.

"Well, then -- please tell me the secret of the peanut" -- to which He happily obliged. "That's more your size, George" -- and immediately proceeded to tell him. ?Has He since relented -- and wants everyone to know more -- so we can appreciate the beauty of the Earth, of space, and of the Universe?

Detailed in chapter 9 is an explanation that there are about 12.38 Full Moons each year. So -- the year was divided into 12 (instead of 12.38) periods -- or moonths -- later to become months -- averaging approximately 30.44 days each.

The ancient Egyptians, Phoenicians, Greeks, Romans, Russians, Chinese, Arabs, and others were aware -- that as the nights, months, and years passed -- the stars appeared to move to

the right -- if one were on the northern hemisphere looking in a southerly direction -- out into the heavens. This then would give the stars an apparent clockwise -- or westerly -- direction of movement.

These said ancients also noticed that the same stars reappeared at the end of each year. ?How could they tell when a year was completed -- when they had no clocks or calendars? Simply by watching the Sun's shadow.

As the year had been divided into 12 periods, or months -- as stated -- they divided the heavens into 12 separate sections. In other words -- these said approximate 12 moonths would roughly correspond to 12 sections in the skies. From this -- comes the 12 signs of the Zodiac.

"Zodiac" is derived from two different words. "Zoo" means a collection of animals -- and Zodiac is a "circle of animals." "Iac" (Zodiac) is a suffix -- meaning the science of -- or study of. Some of these said ancient astrologers could "see" imaginary outlines of various forms of life. Hence -- the Zodiac -- with its 12 signs. So -- as the Earth orbits the Sun -- it passes by one of these signs -- every month.

Astro Means Star

The word "astro" -- comes from the Greek -- meaning star, or stars. And the suffix "ology" derives from "logic" -- or the science of reasoning. This is derived from the Middle English, Old French, Latin, and Greek. So -- in finality -- the original meaning of astrology was the science of the stars.

Astrology Vs. Astronomy

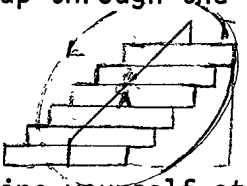
The meaning of astronomy was the relation of the Earth to the celestial bodies -- whereas astrology was considered the science of the stars. Originally -- astronomy and astrology were used rather synonymously. In fact -- Copernicus (1473-1543), Bruno (1546-1600), Brahe (1546-1601), Galileo (1564-1642), Kepler (1571,1630), Newton (1642-1727) and others -- could be considered as both astrologers and astronomers.

In recent years, however, the astronomers have felt that they are the true deciples of science -- whereas they (astronomers) have tended to look down on astrology as a pseudo-science. On the other hand -- the astrologers contend that their field is a separate science -- that controls man's destiny -- and should not be confused with astronomy.

Regardless of the dispute between astronomers and astrologers -- you will find that you must have a vague understanding of the Zodiac -- so that you will not only understand "how the universe works" -- but many new discoveries -- as contained herein -- will become as simple as A..B..C.

Zodiac Runs Downstairs And Upstairs

To get a better understanding of the Earth's orbit -- and the Zodiac -- let's do the following. Imagine a very wide stairway -- the kind that approaches many public buildings -- which has an iron support railing -- that runs up through the center of this stairway.



Now imagine yourself standing near the center -- holding on to this support railing. Now an energetic and obnoxious young boy runs down one side of the steps -- and then returns up the other side. As you are in his way -- he starts to circle around the support railing -- going in a counterclockwise direction. He circles downward on one side and then up on the other side.

From this very simple example -- you can

make a very simple analogy -- of how the Earth "circles" -- or rather, goes in an ellipse -- around the Sun.

From this -- you will understand many phenomena (unusual happenings) that are not now understood. Also -- you will discover many unknown secrets -- of how the universe works.

You Are A Potential (?) Genius

By the time you finish this book -- you will make the most surprising -- and unbelievable discovery of all time. You will find that you are a potential genius.

So get enthusiastic and hitch your mind to a star -- and prove to the world -- that you are going to become a genius. So turn quickly -- the next exciting chapter awaits.

Brief Comments

(in pencil -- save space)

Date & Signature Of Commentor

(in ink -- leave space)

MEANING OF ZODIAC

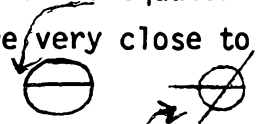
Zodiac Sign*	Represents*	Birth Dates	Characteristics
Aires	Ram	March 21/April 20	+dynamic, energetic, courageous -quick-tempered, fierce, impatient
Taurus	Bull	April 21/May 22	+practical, conservative, persistent -stubborn, moody, quick outbreaks of anger
Gemini	Twins	May 23/June 21	+quick & intelligent thinker, congenial -expects too much for too little
Cancer	Crab	June 22/July 22	+straightforward, generous, loyal, reserved -trusts to luck, procrastinates
Leo	Lion	July 23/Aug. 22	+leader, bold, energetic, proud, ambitious -weakness for flattery, impulsive
Virgo	Virgin	Aug. 23/Sept. 22	+logical, analytical mind, successful life -cold, unemotional, fault-finding
Libra	Scales	Sept. 23/Oct. 22	+artistic, fair, affectionate -impractical, selfish, independent
Scorpius	Scorpion	Oct. 23/Nov. 22	+shrewd business capacity, magnetic personality -selfish, jealous, arbitrary, sarcastic
Sagittarius	Archer	Nov. 22/Dec. 22	+optomistic & enthusiastic outlook -depends on luck, forgetful, impatient
Capricornus	Goat	Dec. 23/Jan. 20	+conservative, trustworthy, reliable -lacks enthusiasm, fatalistic attitude
Aquarius	Water Bearer	Jan. 21/Feb. 19	+inventive, progressive, fairminded, tolerant -careless, impractical
Pisces	Fishes	Feb. 20/March 20	+fact-finding, imaginative, influential -lack of confidence

*Source: THE WORLD BOOK ENCYCLOPEDIA, Vol. 20, 1965, p. 500.

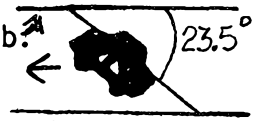
Chapter 2
SIGNS OF THE ZODIAC

?What good fortune awaits you? On the facing page are the signs of the Zodiac -- with the dates of birth -- and the various characteristics. ?Which is yours? ?Are you one of the lucky ones?

The Zodiac is considered as a "strip" -- or band of stars and constellations -- that is about 8^{0} or 9^{0} from each side of the "ecliptic." The ecliptic is the imaginary "path" that the Earth follows -- as it orbits through space -- in its annual or yearly trip around the Sun. And as the Sun's equator -- and the Earth's equator are very close to being parallel --

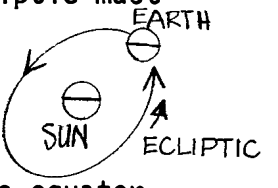


this then -- means that the above-mentioned ecliptic is at an angle of about 23.5^{0} from both the Earth's and Sun's equators. Or -- we could also say -- or think -- that the Earth travels in a sort of "catawampus" direction -- which would be similar to a car driving straight down the highway -- while its front end is pointed at 23.5^{0} in toward the curb. This example may give us a better picture -- when we hear that the Earth is "tilted" -- at 23.5^{0}.

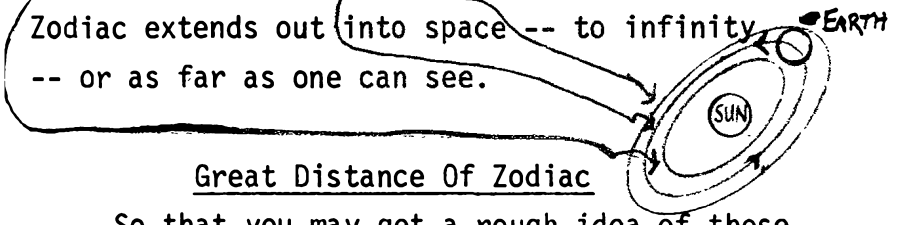


Zodiac Runs At 23.5°

As the Earth travels in a direction 23.5° to its equator -- or 66.5° (=90°-23.5°) from its poles -- this means that the ecliptic must also run at 23.5° from the equator. Inasmuch as the Zodiac follows the ecliptic -- then it shows that the Zodiac is also 23.5° from the Earth's equator.



All the stars in the universe are not considered part of the Zodiac. As said -- only those stars and constellations that are located within a circular band that follows the Earth's path (ecliptic) around the Sun. As mentioned -- this so-called Zodiac -- is normally considered as about 16° or 18° wide. This is about 8° or 9° above -- and the same below -- the ecliptic. But then -- this Zodiac extends out into space -- to infinity -- or as far as one can see.



Great Distance Of Zodiac

So that you may get a rough idea of these great distances, picture the following. The distance across the continental United States is quite large -- or about 3,000 miles -- or nearly 5,000 kilometers. Completely around the world is about 25,000 miles -- or 40,000 kilometers.

To the Moon -- it is nearly 400,000 kilometers -- or about 10 times greater than the world's circumference. Then -- the distance to the Sun (from Earth) is about 150,000,000 (150 million) kilometers -- or nearly 400 times farther than the Moon. This distance to the Sun is called 1 Astronomical Unit (abbreviated 1 A.U.).

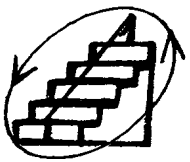
Sun Not Visible -- At Zodiac

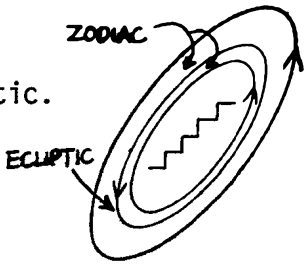
Now -- try to comprehend this. The nearest star that you can see in the Zodiac -- is about 375,000 times farther than the Sun -- or about 375,000 A.U.'s. Remember -- we're only talking about the nearest star. If the Sun were placed at this distance -- it would perhaps -- not even be visible. Or at best -- it would only show up as a very faint spot. !What do you think of that! ?Did you say that you've got a problem?

?The distances to the other stars -- farther out -- in the constellations? Let's not boggle our minds with facts -- when we've already made up our minds.

Below is shown a rough sketch -- showing the ecliptic (the Earth's path) as it goes down stairs -- and then goes up stairs -- to return on the opposite side. From this -- you should get a good idea of the Zodiac -- being 8^{0} or 9^{0}

above and below the ecliptic.





Let's hurry to the next chapter -- so we can discover what causes the Zodiac to "back up." The present belief is that the entire Earth "precesses" -- or "wobbles" like a spinning top.

Remember -- we're going to prove that you are a potential genius -- and by the time you finish the next chapter -- you will find that you know much more logic than the astronomers -- which will not only inflate your ego -- but it will put you on the road to success.

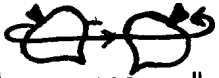
Comments (in pencil)

Date & Signature Of Commentor

Chapter 3

"BACKING UP" OF THE ZODIAC

All of us -- at some time or other -- have used various methods of spinning a top.  Or at least we have witnessed someone else doing the same thing. Some of us oldsters still marvel at the interesting actions of this spinning. It is obvious -- that a top will turn -- only in the same direction that the force is applied -- regardless of the method used to start it spinning.

But very few of us have ever paid attention -- to the "secondary" turning -- in which the top begins to "wobble." This wobbling increases -- as the spinning slows down. Finally -- and just before it finally stops -- it gives a final "wobble" -- as if it were a dying calf in a hailstorm.  This wobbling is also called "precessing." (From the Latin -- to go before -- you die.)

A 2,000 Year Theory Still Exists

A "theory" was "invented" over 2,000 years ago -- in which the Earth also precesses -- or wobbles. There are some interesting facts that caused this erroneous "spectacular theory" -- that still exist to this very day.

The Ancient Greeks, Romans, English, Russians, Chinese, Egyptians, and others -- possibly thousands of years before -- had noticed that -- although the stars and signs of the Zodiac appeared to be moving westward -- or to your right (on the Northern Hemisphere) during the evening -- night after night, after night -- and month after month -- and year after year. But -- as the years passed -- they noticed that on the same day of the following year -- and the following years -- that the positions of the stars, Zodiac, and constellations would have moved slightly -- in the opposite direction -- or to the East (to your left -- on the Northern Hemisphere) -- as you gaze outward toward the Zodiac.

Biological Time Clock

This would be similar to your personal biological timeclock being so finely adjusted -- that you arise at exactly 6 a.m. every morning of the year -- rain or shine -- winter or summer. Then -- you also have an alarm clock -- that is set to ring at exactly 6:01 a.m. -- 1 minute later. Automatically you awaken -- just before the alarm rings -- from your long habit of early rising, which has set your biological clock. In fact -- you could

discontinue using the alarm -- and you would still awaken at the same time -- by your own said biological built-in clock.

Let's assume that this mechanical clock suddenly starts to lose time. Say a minute every day. You awaken at your normal time -- 6 a.m. -- but now the alarm starts ringing 1 minute later each day. You might figure that your internal biological clock was ahead by 1 minute. Then -- 10 days later -- the clock is 10 minutes slow -- so the alarm did not ring until after you were awake for 10 minutes. You begin to wonder -- am I getting up 10 minutes early -- or is the mechanical clock losing time?

Instead of a biological clock -- or an alarm clock -- the ancients got to wondering what was causing this slow gradual movement of the stars, constellations, and Zodiac -- to appear to be moving in the opposite direction at the end of each year -- to its normal nightly, weekly, and monthly movements. After much wondering and thinking -- they came up with a "foolproof" theory -- as to what was happening.

"Wobbling" (?) Earth

It must be -- they reasoned -- because the

Earth is "wobbling" or "precessing" -- the same as a spinning top does -- as mentioned above. A brilliant -- and logical explanation -- they thought -- based upon their precise and accurate measurements of the angle of this apparent backward motion of the stars -- and the fact that the Earth made a complete orbit within the circular ring of the Zodiac once each year -- it was therefore quite easy to calculate that it would take the Earth's poles  approximately 13,000 years -- to make one half of a "precession" or "wobble." In other words -- it would take the Earth's poles 26,000 years to make a complete "wobble" -- or it would move 1/26,000 of a "wobble" each year.

Then they reasoned that the Earth's north pole would make a complete circle in this said time. This would cause the north pole to gradually point to another star -- about every 2,000 years. And in 13,000 years (½ of the full 26,000) -- the world's north pole will point in exactly the opposite direction.

North Pole Points To North Star

Presently -- the Earth's north pole points within a degree or so of the star -- Polaris (from the Latin, meaning pole) -- called the North or Polar Star. As we have previously

discussed the Earth's tilting at 23.5^{o} (on page 2-2) -- then in the said mentioned 13,000 years -- it will be tilting 23.5^{o} in the opposite direction. This would mean that the Earth's north pole would point a total of 47^{o} (=23.5+23.5) -- from its present direction -- in this time, and possibly point to the star Vega -- which may become the new north star in 13,000 years. So -- if you should insist -- that you want to wait until the star, Vega -- becomes the new north star -- then -- "when the roll is called from up yonder" -- refuse to answer the roll call -- and wait -- to see if this actually does happen. That's what all my friends plan on doing.

This theory of the Earth's precession (wobbling) has appeared to be so indisputable -- that it is not a theory any longer -- but is a law -- disputed by no one. Disputed by no one -- excepting for you and me -- especially after you read the next two chapters.

Beautiful ~~Theory~~ Law

Although it is a beautiful ~~theory~~ law -- it has some very simple practical impossiblities. (1) For one thing -- as a top spins -- it must wobble (precess) in the same direction as the spinning. But -- the Earth is supposed to

precess in the opposite direction of its spin. This, of course, is absolutely not possible -- despite any "theories" to the contrary. (2) The Earth's elliptical orbit -- and the equinoxes -- or the points where the Earth crosses the Sun's equator -- also turn at nearly the same rate. You can rest assured -- that the "backing up" of the Zodiac -- is not caused by the "impossible theory of Earth wobbling in the wrong direction."

The reason for this "backing up" of the Zodiac is very simple -- and logical -- and is discussed further on. You will be amazed at all the exciting surprises --- each is like finding the mythical pot of gold, at the foot of the rainbow --- that lie ahead.

Comments

Date & Signature

Chapter 4

LOCATING THE ZODIAC

"Oh what fun it is to (~~ride~~) learn -- on the one man open (~~sleigh~~) way."

If you stand upright -- facing north -- or toward the Earth's North Pole -- at 12 o'clock noontime -- the Sun should be in a southerly direction -- or directly behind you -- if you are on the northern hemisphere.

Using Your Arms

If you now raise your arms to shoulder height -- and extend them outward -- the left hand will be pointing to the Earth's west -- and the right hand toward the east. Then if you drop your <u>left hand</u> half of the way down toward your side -- this would make an angle of 45^{0}.

Instead -- if you drop the arm only a fourth of the way -- this will make an angle of just one half as much -- or ($\frac{1}{2}$x45=) $22\frac{1}{2}^{0}$. If you drop it a very little more -- it will be about $23\frac{1}{2}^{0}$ -- and then if you <u>raised the right arm</u> the same distance upward -- they would be pointing in the same direction as the Zodiac -- and the "ecliptic" -- the Earth's path about the Sun.

Of course, this would only happen sometime after December 21 and before June 21 -- when the Earth is making its downward journey -- or "going down the stairs" -- on its annual (yearly) journey around the Sun. Otherwise -- the opposite part of the year -- or after June 21 to before December 21 -- when the Earth is going uphill -- or upstairs -- it would be necessary for you to reverse the position of your arms.

That is -- your left arm would have to be raised -- instead of lowered, as mentioned above. And your right arm would have to be lowered to 23.5^{0} -- so that your arms would be pointing in the direction of the Earth's travel -- and the Zodiac.

Remember -- we had been talking about facing toward the north, or North Pole -- when it is 12 o'clock noon. At this time -- we cannot see the stars or constellations -- because of the light from the Sun -- although stars are actually "out there." Then -- as the Earth is spinning opposite to the clock hands -- or in a counterclockwise direction  while it continues its normal counterclockwise orbital direction  -- your arms would no longer point in the direction of the Zodiac -- or the ecliptic.

Picture yourself standing sideways -- along our previously mentioned stairs. Say you have your arms extended outward -- so that they point to the angle of the stairway. Then you start to turn your body around -- which would represent the Earth's turning. You can see where it would be necessary to gradually change the position of your arms as you turn -- so that they would continue to point at the angle of the stairline. In fact -- when you have made a half turn -- your arms would also have to reverse their angles.

So -- at noon -- while the Earth is going down hill -- after December 21 and before June 21 -- or down the stairs -- your left arm is lowered -- and the right hand raised. But at midnight -- the Earth would have made a half turn -- so it would be necessary for you to gradually turn your body a half turn -- so that you would now be facing in the opposite direction -- or toward the south.

As the Earth rotates counterclockwise -- it would be necessary for you to turn the opposite way -- or clockwise -- in order to keep your hands pointing in the direction of the ecliptic -- and the Zodiac.

You will find this rather exciting -- as you gaze out into the stars -- on any evening --

and then trying to figure the direction of the ecliptic -- and the Zodiac.

As a summary -- after December 21 and before June 21 -- at midnight (don't get confused with noontime) -- when the Earth is on its downstairs trek -- looking outward and southward -- with your back toward the north -- or north pole -- your left hand is pointing $23\frac{1}{2}^{o}$ downward. At 6 in the evening -- you would have to turn your body about a fourth of a full turn -- or about 45^{o} in a clockwise direction. Everything would be just the opposite -- when the Earth is going upstairs -- after June 21 and before December 21.

This leads us on to discover why the summers get hotter after June 21. Let's see!

Comments

Date & Signature

Chapter 5

ZODIAC AND WEATHER

Theoretically -- June 21 should be the hottest day of the year -- because it is the longest (or nearly) day of the year -- on the northern hemisphere. As a consequence -- it has the most sunshine -- on this day. Also -- the Sun's rays are more direct -- as the Sun is more overhead at this time.

Then, after this date -- the days become shorter and shorter -- causing a lesser and lesser amount of sunshine. Then -- on top of all this -- the Sun starts moving southward -- causing less and less direct rays -- and consequently less heat -- from the less direct rays. These two reasons -- should be ample proof that the days should begin to cool off after June 21. Instead -- as we know -- the summer gets hotter and hotter -- sometimes continuing on into early September.

The commonly "accepted" opinion as to why this happens -- is because the Earth is farthest from the Sun -- around this date -- and then it gradually gets closer.

Summers Also Get Hotter In Southern Hemisphere

?But -- is this so? On the southern

hemisphere -- the Earth is near its closest approach -- during their first day of summer -- around December 21. And as the Earth begins to get farther away from the Sun -- it also continues to get hotter -- same as on its northern counterpart. ?Then -- does this not rule out the distance from the Sun?

A Round ⊕ Wheel

If the spokes on a wheel are evenly divided  -- naturally, the distance between them would be the same. Also the <u>area</u> between the spokes would be the same. If a planet should orbit the Sun in a circle --- its velocity would be uniform --- and the distance between the "imaginary spokes" --- as in the wheel -- would also be uniform. And the area -- with the Sun at the center -- or axis, axel, focal point, or whatever term we wish to apply ---- of this circle -- would also remain constant  -- as with the wheel.

Elliptical O Wheel

However -- the planets do not orbit in circles. Instead --- they travel in elliptical  orbits --- more or less --- with the Sun being in one of the 2 focal points. Kepler (1571-1630) -- who died a dozen years before

Newton's (1642-1727) birth -- made three important discoveries about "planetary motions." Both of these great scientists had more than a casual interest in astrology, as previously mentioned. Kepler's second discovery was that -- "planets cover equal areas in equal times."

?What does this mean? "Time" -- in space -- substitutes for "distance." In space -- we have the "elliptical wheel" -- instead of the circular wheel. Therefore, the spokes are not uniformly spaced. However -- the areas between the spokes still remain constant.

If it takes a planet one day, week, month, or whatever, to orbit a certain distance -- when it is close to the Sun -- then the <u>area</u> covered in the same time -- would still be the same -- in any other part of the orbit. This means that it will travel faster -- when closer to the Sun -- and visa versa.

To actually calculate these <u>areas</u> -- would be quite time consuming. If a planet were twice as far from the Sun -- than at another time --- then it would travel only 1/2 as fast -- in order to cover the same area. If 3 times farther -- it would only travel 1/3 as fast, etc.

<u>Speed Of A Planet Is "Proportional"</u>

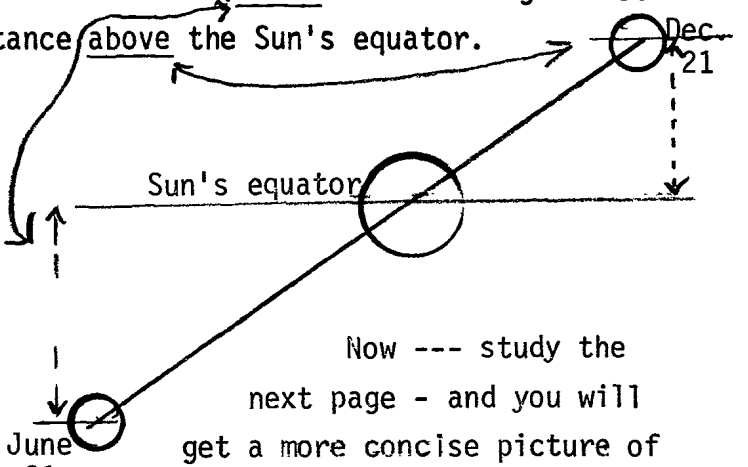
?Then -- could we not say that the velocity

would be "proportional" -- to its distance from the Sun? Certainly. But often -- we stick to the wording of the original rules, or laws -- instead of looking for a more simple method.

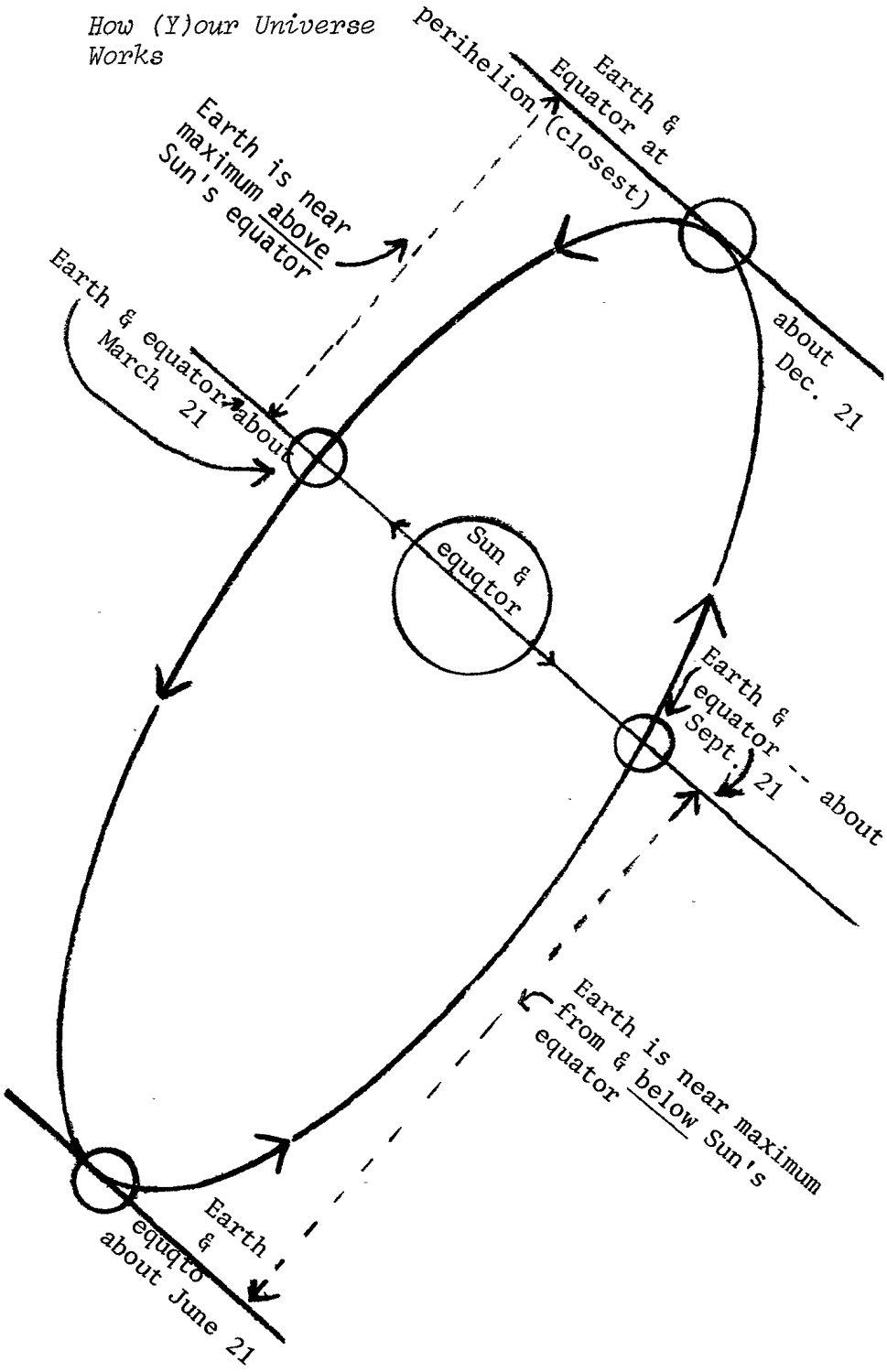
?But -- is this law of Kepler's 100% correct? Let's investigate this -- while at the same time we can uncover an age-old mystery.

Research Discovers A Startling Conclusion

Our research brings a very startling answer to this dilemma. Around these two dates (June 21, December 21) -- not only is the Earth near to its farthest (aphelion) and closest (perihelion) distances, respectively, from the Sun -- but most important -- the Earth is near its greatest distance below -- and the greatest distance above the Sun's equator.



Now --- study the next page - and you will get a more concise picture of the Earth traveling in a counterclockwise direction --- in its elliptical orbit around the sun.


perihelion (closest)
Earth & Equator at
about Dec. 21
Earth is near maximum above Sun's equator
Earth & equator about March 21
Sun & equator
Earth & equator -- about Sept. 21
Earth is near maximum from & below Sun's equator
Earth & equator about June 21

?More Energy At Sun's Equator?

Further research has indicated that more heat -- and energy -- are transmitted from around the Sun's equator -- than from elsewhere. ?How can we prove this?

The Sundial

The sundial is also called the "analemma," which comes from the Latin and the Greek. Time was almost exclusively told by this sundial -- or by watching the Sun's shadow. Then later -- with the advent of the precise mechanical devises -- it was noticed -- that the time shown on the analemma (sundial) would vary by as much as 15 minutes -- plus or minus. This, of course -- means that it varied by a full half hour (+15+(-15)=30).

This was "accepted" -- more or less -- as a matter of "acceptance" -- and let go at that. But -- if we examine it very carefully -- we come up with some startling conclusions.

Only 4 times each year does the sundial's (analemma's) shadow point exactly north -- at noon. These days are approximately June 21, September 1, December 31, and April 14. Otherwise -- the Sun's shadow can begin to vary by a few seconds per day -- until it gradually accumulates to a maximum total of about 15

minutes before -- or 15 minutes after noon.

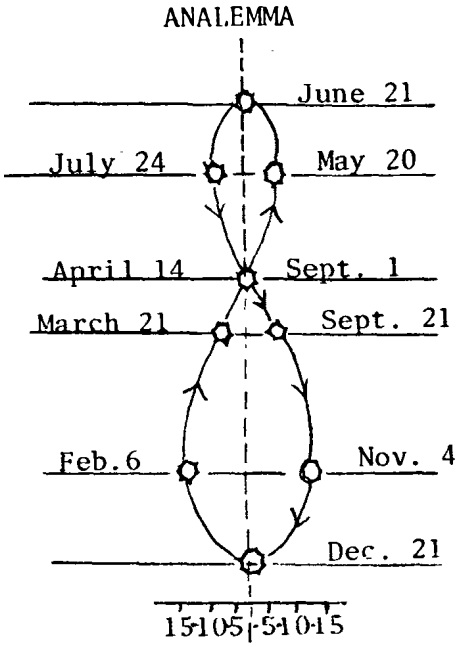
Although not many persons have noticed the "equation of time" -- that looks like a large figure "8" -- on some world globes -- you, yourself, may be aware of it. It shows the approximate number of minutes -- that the Sun's shadow will be ahead -- or behind the clock time -- for any day in the year. Below -- we will give a short summary of some of the more important days in a year -- and give a short explanation of why the Sun's shadow points north -- before or after -- during those other days.

The Earth crosses the Sun's equator -- on about March 21 and September 21. Shortly thereafter -- <u>after</u> crossing the Sun's equator the Earth begins to <u>slow down</u>. This could be both its orbital velocity -- and the rotation (spin).

Then -- as it begins to <u>approach</u> toward the Sun's equator -- whether it is approaching from below or from above the Sun's equator -- it reverses the above procedure -- and begins to <u>speed up</u>. Notice -- that on July 25 and February 16 -- as the Earth is approaching the equator -- from below and above respectively -- it begins to speed up. Then -- on May 20 and November 10 -- the reverse happens.

It is not necessary to read all the comments on the table following -- unless you have a particular interest thereto.

An analemma is a sundial --- or it can be a graduated scale showing the equation of time -- as shown below. If you look at it closely -- you will see that the sun's shadow begins to



Earth crosses the Sun's equator -about Mar 21 and Sept 21

increase or decrease -- in pointing toward the the north at noontime. For example --------- on the above -- you can see that the shadow points directly north - on Dec. 21. Apr.14, June 21, and Sept. 1. Then it reaches it's maximum behind on Feb. 6 --- and then the Earth's velocity beinins to gradually increase -- as it approaches the Sun's equator.

On the following page is a chart that gives the appropiate comments.

Shadow Points NORTH at Approx.		Eq.=Equator Dist.=Distance Max.=Maximum COMMENTS
May 20	11:52	Begins slowdown as dist. below eq. increases
June 21	12:00	Reaches max. slowdown as max. dist. below eq.
June 22		Slowdown decreases as approaching eq.
July 24	12:08	Accumulated slowdown reaches max.
July 25		Begins speedup as approaches eq.
Sept. 1	12:00	"Catches up"--but still gaining as eq. comes closer
Sept. 21	11:53	Still gaining as it crosses eq.
Sept. 30		Gaining lessens as it has already passed eq.
Nov. 4	11:45	Accumulated gain at max.
Nov. 10		Begins slowdown as dist. above eq. increases
Dec. 21	12:00	Slowdown "catches up"
Jan. 10		Begins to decrease slowdown as it heads toward eq.
Jan. 20	12:07	Accumulated loss
Feb. 6	12:15	Accumulated loss at max.
Feb. 16		Begins speedup as it begins approaching eq.
March 21	12:07	Accumulated loss equals Jan. 20 as it crosses eq.
March 30		Begins slowdown as dist. above eq. increases
April 14	12:00	Gaining speed gradually begins slowdown--as it "catches up"
May 20	11:52	Return to the above May 20

Summary

According to Kepler's 2nd law -- the Earth's velocity should speed up or slow down proportionally -- according to its distance from the Sun.

Instead --- another variable comes into the picture --- whereby the distance below -- or above -- the Sun's equator becomes another factor. As far as the average time to orbit the Sun -- or as far as the average speed -- it makes no difference. It's a case of borrowing so much here -- and returning the same amount elsewhere. Or -- figuratively -- it is like borrowing money from one pocket -- and putting it in the opposite pocket -- as you still wind up with the same total.

But -- as far as the weather is concerned -- it makes a lot of difference. Especially if there is more heat and energy being emitted from the vicinity of this equator. This -- then -- answers many of the mysteries -- especially as to why the climate becomes warmer -- after the first day of summer -- whether it is on the northern or southern hemisphere.

Conclusion

If the Earth travels faster when it is in the vicinity of the Sun's equator -- obviously then -- more heat is emitted from the Sun's equator. Even though the days become shorter --- and the Sun's rays less direct --- the heat from this equator more than amply compensates for (1) shorter days -- and (2) less direct rays.

Future Weather

Ahead --- in Chapter 26 --- we discuss a method in which we may be able to predict the weather years in advance. And you can participate in this exciting bit of research.

Let's now investigate how easy it would be --- for nature to create an "ice age."

Comments

Date & Signature

Chapter 6
AN ICE AGE

On the average -- one side of the Earth is exposed to the Sun for about a half day -- while the other side gets no sunshine -- for a like period of time. On the other hand -- one side of the Moon is exposed to the Sun's rays for a little over 2 weeks (1/2x29.53 days) -- while the other side is in darkness.

But -- if the Earth were to act as a Sun -- and heat and light the Moon -- approximately one half of the Moon would be constantly exposed to the Earth's rays -- while the other side would be in perpetual darkness -- and an "ice age" would happen on this dark side of the Moon. This -- of course -- is because the same side of the Moon always faces this planet -- while the other side never sees us.

Now you can see how easy it would be to start an ice age. If the South Pole were to point in -- and keep facing the Sun -- while the North Polar Region were to lie on the opposite side -- or visa versa. Then we would have a virtual "hot spot" -- near the South Pole -- whereas an ice box condition would occur at the North Polar Region -- or visa versa. And evidence does exist -- whereby equatorial and freezing periods have happened at the polar

regions. It is known for certainty -- that an ice age had extended down into parts of the North American continent, Europe, and Asia.

Our research leads us to believe -- that the entire "solar system" and the universe is mathematically controlled. More is discussed on this -- in future chapters -- and then, as mentioned -- more details of our findings will be explained in a later sequel to this book -- which will also explain how we may be able to predict the weather -- years in advance.

If records had been kept over the past hundreds of years -- of the Earth's gradual change of movements -- astronomers would be in a better position to chart future events of the world. And especially of future climatic conditions.

For those of you who are unfamiliar with the "ephemeris" -- pronounced ē-fem'er-us -- which comes from the Latin and Greek -- it is a book that we should all become familiar with. Or -- we should at least become vaguely familiar with its purpose. It is a book that shows the present and future positions of the Sun -- in relation to the Earth -- the Moon -- the planets -- and some of the stars.

In other words -- it is sort of a chronological diary -- or calendar of the heavens. "The

American Ephemeris and Nautical Almanac" is a yearly publication -- that is issued by the U. S. Naval Observatory -- and others. Most good libraries stock it. As most people have never even heard of it -- like said -- we should all be aware of its existence.

If one takes the time to go over some earlier editions of this said book -- and then examine some of the later editions -- it tells a surprising story -- that will be detailed -- as mentioned -- in a sequel to this book.

Let's now advance onward -- and look into how the universe works just like a clock. Yes -- just like an everyday clock. It all becomes so simple -- as we look into it more closely. But -- when we think of the superstition that existed when most people presumed that the Earth was flat -- we must realize that much superstition still exists. It becomes unbelievable. For instance -- let's see -- in the next chapter.

Comments

Date & Signature

Chapter 7

FIRST IS "PRIMARY" -- SECOND IS "SECONDARY"

In space -- there is the first of importance -- or the prime -- or "Primary." Second -- or least of importance -- is the "Secondary."

The Earth -- because it furnishes all the "power" -- or "strength" -- or "Mass" -- or "Gravitation" -- is the "Primary" -- that furnishes 100% of the "force" that propels the Moon -- at about 1 kilometer (.635 miles) per second -- in its orbit about the Earth. This is about 3,600 kilometers (2,300 miles) per hour -- as there are (60x60=) 3,600 seconds in 1 hour. And the Moon is the "Secondary" to its (Moon's) Primary -- the Earth.

Moon Vs. Pebble

Now -- a most unbelievable thing happens. If the Moon were replaced -- with a small pebble -- the pebble would still travel at exactly the same orbital speed -- providing that it was at the same distance as the Moon -- from the Earth.

Galileo (1564-1642) demonstrated from the Leaning Tower of Pisa (Italy) to his startled contemporaries -- that a heavy object -- vs -- a light object -- will fall toward Earth at the same speed and time. Of course -- a feather,

or a sheet of paper would fall at a slower rate -- only because of wind and air resistance. But -- if these objects were to fall inside of a vacuum (no air) -- they, too -- would fall at the same speed.

Startling! Gravity And Velocity (Speed)

To date -- that is -- up to today -- no one knows exactly why all objects fall at the same speed -- or why the orbital velocity (speed) of a secondary -- depends only on (1) its distance -- and (2) the Mass or strength of the Primary. But now -- for the first time -- an amazing new discovery answers this phenomenon. This is discussed further in another chapter.

Oversight Causes Undersight

Because of a past serious oversight -- committed over 300 years ago -- it has seriously hampered research -- and has made it impossible to make exacting calculations. At present -- everything (spacecraft flights, etc.) has been done by trial and error. If you -- or I -- or any other genius -- had been taught -- and brainwashed -- that 2x2=16 -- and if we based all our mathematics on this premise -- you can see where any of us geniuses -- could have easily become frustrated idiots. After reading only a few

interesting chapters herein -- you will perfectly understand why many potential geniuses -- using logic -- have been frightened away from becoming interested in the exciting beauty of science. But -- fortunately for you and I -- we have not been hopelessly brainwashed into figuratively believing that 2x2=16.

So -- this leaves the field of common sense and good logic -- open to us (you and me). And leaves the most exciting discoveries yet to be found.

Primary Also Becomes Secondary

Let's delve into the theory of the Primary and the Secondary. As stated -- the Moon is the Secondary -- and the Earth is the Primary -- of the Earth-Moon system. But the Earth has a dual function -- in that it becomes the Secondary to another Primary -- the Sun. These two functions -- of the Earth -- being Primary to Moon and the Secondary to the Sun -- are two completely separate and distinctive functions. These said two functions are totally unrelated -- as you will shortly understand. If the Sun were to suddenly disintegrate -- the Moon would continue to orbit about the Earth -- at exactly the same speed.

Sun Becomes Secondary To Super-Sun

The Sun is the Primary to all the planets (etc.) -- which are all Secondaries to this Sun. The Sun itself -- like the Earth -- also has a dual function -- in that it also becomes a Secondary -- to a more massive star -- which we will refer to as the "Super-Sun." The Super-Sun is the Primary to the Sun -- but it (Super-Sun) also becomes a Secondary to a more massive star -- which we will call the "Super-Super-Sun."

And this goes on and on -- until it ends -- at the center of this very vast universe. But this entire universe functions like a clock. Yes! -- just like a simple clock. As you read on -- it all becomes simpler -- and simpler -- as you get smarter -- and smarter.

And it all becomes so exciting!!! and fascinating!!! -- that anyone who can tell time (from the everyday clock) -- can understand "how the universe works." How beautiful it becomes -- as we all become experts -- as we read about the many exciting discoveries -- told in simplified language -- by the son of deaf parents -- who learned to "talk" -- to these non-hearing people -- in such simple ways -- that they would become so excited -- and emotionally intrigued -- that they would weep with joy --

when they could finally understand something that they believed was far beyond their comprehension.

Let's not waste any more time -- and jump to the next chapter -- so that we can suddenly discover the fascination of the clock.

Comments

Date & Signature

Chapter 8
FASCINATION OF THE CLOCK

We look at a clock, or watch -- hundreds, thousands, and perhaps millions of times -- during our lifetime -- without ever noticing the fascination that exists therein. Especially -- when you discover that the entire universe -- and love -- works just "like a clock."

As you or I -- or any other potential genius or lover, knows -- in 12 hours, the minute hand will make 12 complete rotations -- or "orbits" -- around the face of the clock. But -- in the meantime -- the hour hand makes only one complete rotation. In other words -- the ratio is 12 turns for the minute hand -- to one turn for the hour hand.

And -- as you and I -- or any other potential genius already knows or thinks -- that the minute hand will naturally cross over the hour hand 12 times in this said 12 hours. But any idiot -- that has heard the answer -- or has seen this test performed in the past -- will always "guess" the right answer of 11. In other words -- the minute hand only "orbits" -- or passes over the hour hand 11 times -- instead of 12. Or -- (12-11=) 1 time less.

You can rest assured -- that there is not one single person -- or lover -- or genius alive -- or dead -- who would -- or could -- immediately give the correct answer (11) to this problem -- unless he had previously studied it -- or unless he had previously been told the correct answer -- or unless he made a lucky guess. Knowledge does not flow -- just like water in a river. We must use some effort -- to get some of this water (knowledge).

The Moon

Even the Moon -- loses 1 orbit -- as it orbits around the Earth -- each year. Just like the minute hand -- in that it also loses 1 "orbit" around the hour hand -- as it orbits about the "face of the clock" -- which would be equivalent to the Earth orbiting the Sun.

You, Too -- Can Become A Genius

See!! Every normal intelligent person -- has the potential of becoming a genius -- when -- and if -- they begin to use their latent ability -- and begin to accumulate the many exciting and interesting facts -- about some particular subject. Like a rock -- laying on top of a hill -- it has the potential of rolling down the hill -- if you will only give it a push.

Now watch how -- in learning a simple fact about the clock hands -- can lead you on -- to discover that little ole you -- has the talent to become a genius.

The Minute Hand Always Loses One

Why the minute hand always loses one "orbit" -- or crossing over the hour hand -- for every complete rotation of the hour hand -- is for the following reasons. Starting the clock at just 12 o'clock -- when both hands are on 12.  As the hands start moving -- the minute hand does not cross over the hour hand until after 1 hour. Then -- when the minute hand has made a complete rotation -- or from 12, back to 12 -- the hour hand has only advanced from 12 to 1.  So -- our "immediate logic" -- tells us that in another 5 minutes -- or at 1:05 -- the minute hand will "catch up" and cross over the hour hand -- for the first time. But -- this is not so.

As the minute hand moves toward 1:05 -- the hour hand has also moved ahead very slightly. ?But how much? This could be made into a very difficult problem -- requiring calculus. Or it can become a very simple problem -- using only common-sense arithmetic. Knowing that there are 12 hours on the clock -- which is equal to

60 minutes for the minute hand -- and that the minute hand only crosses the hour hand 11 times -- we do this. As there are 12 hours on the clock -- and there are 11 crossings -- if we divide the hours by the crossings -- we get (12÷11=) 1 and 1/11 hours for the minute hand to "catch up" to the hour hand.

This means 1 hour and 1/11 of an hour. For practical purposes -- we will convert this 1/11 of an hour into minutes -- multiplying it (1/11) by the number of minutes in an hour -- or (1/11x60=60/11=) 5 5/11 minutes. We could convert the 5 5/11 minutes to an approximate -- but never ending decimal of 5.45454545 etc. minutes. It's much more simple -- to just retain this exact fraction of 5 5/11 minutes.

This, then, means that the minute hand crosses over -- when the hour hand is at 5 5/11 minutes after 1 o'clock -- or the time of 1:05 and 5/11 minutes.. It also means -- that every hour and 5 5/11 minutes thereafter -- the minute hand will again cross the hour hand.

So the second crossing (of the minute hand over the hour hand) happens 1 hour and 5/11 minutes later -- or at (1:05 5/11+1:05 5/11=) 2:10 10/11. The third crossing would be at (3x1:05 5/11=) 3:15 15/11 -- or 3:16 4/11. The fourth crossing would be at (4x1:05 5/11=)

4:20 20/11 -- or 4:21 9/11, etc., etc.

Minute Hand Drops Further Behind

See! The minute hand gets further and further away -- finally at the 11th crossing -- it would be at (11x1:05 5/11=) 11:55 55/11 = 11:55 + 55/11 = 11:60 -- or exactly 12:00 o'clock -- as shown on the chart below.

Summary Of The Clock

Crossing	Hrs. & Mins.	Exact Time	Approx. Time
0		12:00	
1st	1+5 5/11 min.	= 1:05 5/11	= 1:05.45
2nd	2+2x5 5/11 min.	= 2:10 10/11	= 2:10.91
3rd	3+3x5 5/11 min.	= 3:15 15/11	= 3:16.36
4th	etc.	4:20 20/11	= 4:21.82
5th		5:25 25/11	= 5:27.27
6th		6:30 30/11	= 6:32.73
7th		7:35 35/11	= 7:38.91
8th		8:40 40/11	= 8:43.64
9th		9:45 45/11	= 9:49.09
10th		10:50 50/11	= 10:54.55
11th		11:55 55/11	= 12:00 (exact)

If you have not been aware of this fact -- it will be well worth your time -- to actually experiment -- and turn the hands all the way around the face of the clock -- so as to witness this "phenomenon." Then -- we guarantee that you will suddenly realize that you really do have the potential of becoming a genius -- and

that little ole you -- is going to suddenly become interested in the many exciting and interesting phenomena -- of nature.

You are now going to leave the world of idiots -- to the idiots -- and you are now entering the new and exuberant world of the intellectuals.

The 24-Hour Clock

If the clock had 24 hours (instead of 12) -- the minute hand would still lose just one crossing over the hour hand (and not 2 -- as any genius would also immediately suspect). The minute hand (on a 24-hour clock) would have 24 complete rotations in one day. (Proof: 24 hours÷23 crossings=1 and 1/23 hours -- or 1 hour and 2 14/16 minutes == or 1:02 14/16. So -- if we multiply this time -- by 1:02 14/16x23 crossings -- we come right back to our original 24 hours on a 24-hour clock.

A Clock With Different Hours

Even if we were to develop a clock that had 12 and 1/2, 12 and 1/3, 13.37, 100, 365, 365.25 -- or any fractional part thereof -- the minute hand would still always lose exactly one orbit -- by the time that the hour hand makes one complete rotation around the clock. The reason

that we stress on this very fact is -- that the Moon should have 13.37 orbits around the Earth each year -- but instead -- it has only (13.37-1=) 12.37 -- or 1 less -- as mentioned above. Remember -- it is always one less crossing -- for the clock -- or for any number of orbits -- throughout the universe.

If you have only assimilated one fourth of the information -- in these first seven chapters -- then you definitely do have the prospect of becoming a genius. And better yet -- you shall soon understand how the universe works.

So proceed onward -- so that you may "spoon -- under the Moon."

Comments

Date & Signature

Chapter 9

SPOON -- UNDER THE MOON

One meaning of "spoon" is to make love in a silly, sentimental way. So to "spoon -- under the Moon" may also be silly -- to some -- but it can be beautiful to others.

No Spooning Under New (Or Day) Moon

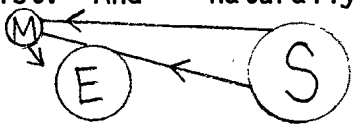
There are two opposite phases. The New Moon is the phase, or time, when the Moon is between the Earth and Sun. It can only be

vaguely seen during the daylight hours -- when your part of the Earth is facing toward the Sun -- with the Moon in between. So -- we cannot spoon under the New Moon -- as it is only visible on a clear day -- when there are no clouds -- or smog. So -- there can be no romantic interests -- from a Moon -- as it reflects its sun rays -- back again toward the Sun. Besides -- at night -- the New Moon is on the other (daylight) side of the Earth.

Romantic Full Moon

On the other hand -- the Full Moon phase is when the Moon is on the opposite (night) side of the Earth and Sun -- when the Sun's rays

glitter back into the eyes of the starry love-sick romanticist. And -- naturally -- the



Full Moon -- can only be seen during the dark hours -- when your side of the Earth has turned away from the Sun -- when the stars -- the Moon -- and romance -- all become visible.

The Real Side Of The Moon

Let us pause briefly here -- as we gradually head toward our goal -- of becoming experts -- and potential geniuses. The only thing that often prevents most of us normal intelligent persons from becoming geniuses -- is simply because we don't fully comprehend the meaning of one certain word -- or words. And frequently -- even the so-called experts often have only a vague idea of the simple or full meaning of certain words. Although many of us are not presently experts -- we all shall soon become such. After reading the next few paragraphs -- you, for the first time -- will discover a simple meaning to a heretofore difficult word -- that even most of the experts do not fully understand.

Let's take these two words -- "real side" -- and reverse them, so as to get the two words

"side real" -- or to the side of the real meanings. Then join them into one complete word -- "sidereal."

Sidereal (sī-deer'rē-al) comes from the Latin -- meaning "star." Not the Hollywood type -- but the heavenly type. This is a common word among astronomers, navigators, etc. -- but is rarely used outside these fields. There is a sidereal day, a sidereal period, sidereal month, sidereal year, sidereal time, etc. For instance -- a sidereal month is the time that it takes the Moon to orbit the Earth -- "relative to the stars" -- which also means -- in relation to the location of a star -- or certain stars.

Going back to the last chapter and the clock. If we secure the hour hand into one position -- the minute hand will cross, or orbit the hour hand -- 12 times -- instead of the normal 1 less (=12-11) -- as previously mentioned. Then -- of most importance -- if we could secure the Earth into one position -- the Moon would orbit or travel around the Earth 13.37 times -- per year -- instead of only 12.37 (=13.37-1) -- as previously mentioned. This is a "sidereal" period -- or sidereal month. See -- month comes from the word moon -- or moonth -- to month.

So -- instead of trying to make a most difficult comparison of determining the time

for the moon to orbit the Earth -- or the Earth to orbit the Sun -- "relative to the stars" -- why not do it in a simple way -- simply by comparing the Earth to the hour hand -- in which it (hour hand) is "locked" into one stationary position. Then imagine the Earth to be also "locked" into one position -- or standing still. The Moon would then orbit the Earth 13.37 times each year -- or 13.37 sidereal months per year. See -- the heretofore difficult -- becomes simply simple.

All the astronomers, etc., have been "trained" -- to think of the meaning of "sidereal" -- as the position of the Moon, Earth, etc. -- in "relation to the stars." ?But, what stars? -- you may logically ask. And it's so simple -- when you realize that sidereal would be as if we imagined the Earth, etc. to be stationary -- or standing still. So -- you can see and understand -- why their thinking and comprehension has been shrouded in mystery -- "relative to the stars." So -- maybe you can now get a clearer picture -- of how an "expert's" thinking can become warped.

This is not intended as a criticism to the many dedicated -- and knowledgeable professionals -- but only criticism against the teaching methods. An existing error may have been

committed in the length of the year -- only because of the interpretation of the word "sidereal" -- which will be discussed later. Again -- "sidereal" -- "relative to the stars." ?But -- what stars?

This is one of the main reasons why so many potential geniuses -- have quit -- or dropped a promising brilliant career. But -- your entire outlook about life -- and your future -- will change radically -- after you read just a few of the exciting, entertaining, and educational chapters of this book.

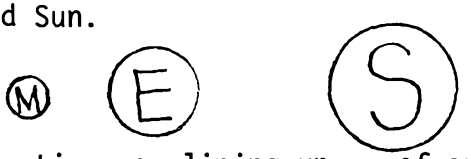
Let's hurry to the next chapter -- to find out about a "meeting."

Comments

Date & Signature

Chapter 10
MEETING TIME

When the Moon, Earth, and Sun -- meet -- or "line up" -- this is called a "synodic" month -- but it could also be referred to as a "solar" month -- because the Sun's rays reflect back to Earth. Synodic derives from similar words from the French, Latin, and Greek languages -- which in essence -- for astronomy -- means a "meeting" -- of the Moon, Earth, and Sun.



Or -- a meeting, or lining up -- of any three heavenly bodies -- such as Mars, the Earth, and the Sun -- or the Earth, Venus, and the Sun -- etc.

One Less Synodic Month

As mentioned -- a Full Moon -- which happens every synodic month -- is about every 29.53 days. This means that there are (365.24 days in a year÷29.53 days=)12.37 Full Moons -- or "synodic" months (or periods) in a year. Notice -- that this is <u>exactly</u> one less synodic period (or month) per year -- than a "sidereal" (if the Earth were to remain stationary) month of 27.32 days -- or (365.24÷27.32=)13.37 sidereal

months per year. See -- 13.37-12.37=1 less. Remember -- the minute hand -- (which could be compared to the Moon) on the clock also loses exactly one orbit -- by the time the hour hand completes one rotation around the face of the clock. Going around the face of the clock -- would be comparable -- to the Earth going around the Sun.

?If Hour Hand Were To Run Backwards?

?But -- what would happen if the 2 clock hands ran in opposite directions -- to each other? That is -- if the minute hand ran in its normal forward clockwise direction -- while the hour hand ran in the opposite -- or counterclockwise direction.

A most surprising thing happens. The minute hand would then cross -- or pass over -- the hour hand 2 extra times -- or (12+1=) 13 -- instead of (12-1=)11. The identical thing would happen -- if we did the reverse -- and ran the minute hand counterclockwise -- while having the hour hand run clockwise.

As the Earth and Moon both orbit in the same direction -- or counterclockwise -- as mentioned -- the Moon loses one orbit -- just like the minute hand on the clock -- or (13.37-1=) 12.37 -- as mentioned. But if they were to run

in opposite direction -- that is -- if the Earth were to orbit clockwise -- while the Moon were to continue in its normal counterclockwise direction -- there would be (13.37+1=) 14.37 synodic periods per year. In other words -- there would be 14.37 Full Moons per year -- or 2 extras -- for spooning under the Full Moon -- instead of only 12.37 -- as happens at present.

This information warrants a summary. Remember -- if the Earth actually were to remain stationary -- a sidereal and synodic month would be just the same -- or 27.32 days each -- and 13.37 per year.

SUMMARY OR SPACE

Moon and Earth

	# Days per Orbit	# Orbits per Year
Both traveling in same direction	29.53	(13.37-1=) 12.37
Earth stationary (sidereal)	27.32	13.37
One going in opposite direction	25.42	(13.37+1=) 14.37

Minute and Hour Hands

	# Hours per Orbit	# Orbits per 12 Hrs.
Both hands going in same direction	(12/11=)1 1/11	(12-1=)11
Hour hand stationary	1	12
One going in opposite direction	(12/14=) 6/7	(12+1=)13

Either 1 Less -- Or 1 More

Now -- notice particularly that the orbits per year -- or orbits for the 12-hour clock -- is either one less -- or one more -- than the stationary -- or sidereal period. This is the "clock law" -- and works for any clock -- or for the entire universe. How simple! How interesting! How exciting!

Although the Moon and the Earth both orbit in the same direction -- the Earth and the Sun orbit in opposite directions -- which can only be proven by this very simple "clock law." This clock law will not only prove a boon to space -- but may prove invaluable to other subjects -- such as chemistry -- the study of the atom and molecules, etc.

Let's hurry -- and find some exciting revelations about the Earth -- and find where a catastrophic error may have been avoided -- had the clock law existed.

Comments

Date & Signature

Chapter 11

A SHORT DAY -- VS -- A LONG DAY

Any intelligent person that can tell time -- knows that it takes the Earth just 24 hours to make a complete 360^{o} turn -- so that the same part of the world -- will again face the Sun -- in this said one day. ?But -- is this true -- that it takes just 24 hours?

The surprising answer is -- that it takes only about 23 hours and 56 minutes -- or about 4 minutes less (than 24 hours) -- for the Earth to complete a full 360^{o} turn.

So that you don't become confused -- we will clarify matters. In the last three chapters we discussed the "clock law" -- in which we made comparisons of the orbital directions of the Secondary -- and the Primary. The Secondary was the Moon -- and the Primary was the Earth -- as mentioned in the 7th chapter.

The summary of the last four chapters was -- that if the Secondary and the Primary both orbited in the <u>same</u> direction -- the synodic (Full Moons) period of 29.53 days happens <u>after</u> the sidereal (Earth stationary) period of 27.32 days.

But -- if either the Moon or the Earth were to travel in <u>opposite</u> directions -- the synodic (Full Moon) month would only be 25.42 days -- and

therefore -- obviously would happen before the sidereal month -- as shown on page 10-2. This said "clock law" holds true -- throughout the universe -- as long as we compare any Secondary with its respective Primary.

Summary

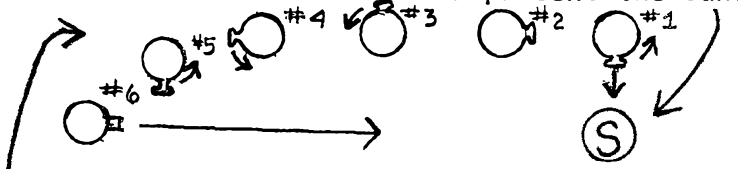
If Secondary & Primary	Synodic (Full Moon) Period Will Happen
Both orbit same direction	After Sidereal Mo.
One orbits opposite direction	Before Sidereal Mo.

Another Part To The Clock Law

But now -- there is another part to the "clock law" -- in which we need only to know the direction of orbit and rotation (spin) of the Secondary. In this particular instance -- you will soon see -- that it makes no difference -- which way the Primary is orbiting. For the Earth -- this would be for a daily basis -- as you will shortly discover -- in the next few pages of this chapter.

As to why the Earth's sidereal (stationary) day -- is only about 23 hours and 56 minutes long -- or about 4 minutes less than a full 24 hour solar day -- as mentioned in the second paragraph of this chapter -- can be visually demonstrated -- by using a watch or clock -- and following these simple instructions.

Lay the watch (or clock) on its back -- which will represent the Earth. Starting from your right -- with the face of the clock pointing upwards -- on a table or any flat surface -- as shown below. Place some object a short distance below -- which will represent the Sun.



Then -- begin turning the entire watch in a counterclockwise direction -- which would represent the Earth's daily turning --- while at the same time you slide the watch counterclockwise to your left -- which would represent the Earth's direction of orbit about the Sun -- as shown above -- from 1 to 6. By the time that the watch reaches #5, it has made a complete 360^{o} turn -- but the winding stem (or any marker) on the watch -- represents a certain spot on the world -- which would point to the Sun every 24 hours -- as most any idiot or genius can quickly see! But -- obviously -- a monkey, ape, or any other animal would not -- or could not -- comprehend this simple demonstration.

So!! You see that we humans have a terrific potential to comprehend and understand -- if we will only use a little bit of our latent ability. And this effort is the only thing that separates

some of us idiots from some of us geniuses. ?Which is "us"? How lucky we are to be human beings -- and have the potential to reason. But -- how unlucky many of us humans are -- in that we refuse to use any effort to reason or learn -- and allow our entire lives to be guided by superstition. Instead of the blind leading the blind -- ?why not let us knowledgeable individuals help to open the doors of knowledge to the blind -- so as to give them fulfillment?

Getting back to our demonstration with the clock -- which represents the Earth -- to be orbiting -- and rotating -- both in the same direction. This gets back to the minute and hour hands of a clock -- which also run in the same direction.

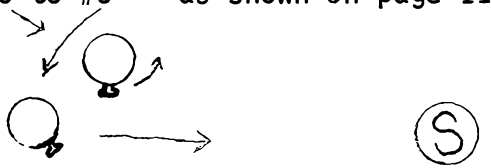
Before -- in comparing the Moon -- as Secondary -- and the Earth -- as Primary -- as both travel in the same direction -- it was mentioned above -- on page 11-1 -- that the sidereal (stationary) period -- or month -- happens <u>before</u> the solar (synodic) month.

In the rotating (spinning), and orbiting, of the Earth around the Sun -- we have the identical condition -- but here we are only concerned with the Secondary. The Earth, in this case -- is the Secondary to the Sun -- as mentioned in Chapter 7.

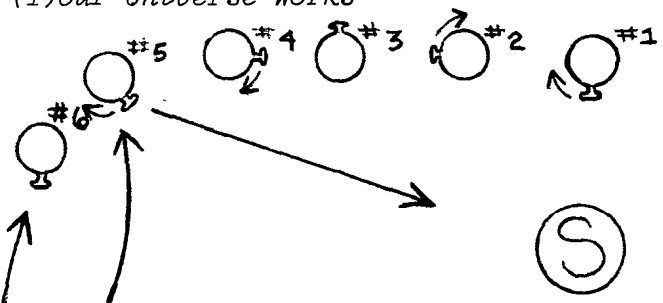
So -- as the Earth both orbits and rotates (spins) in the same direction (counterclockwise) -- the sidereal (stationary) day of 23 hours and 56 minutes also happens before the solar day of 24 hours. Just exactly the same -- as a sidereal month also happens before a solar (synodic) month.

Four Minutes More For A Solar Day

Again -- getting back to our clock demonstration -- if we give the clock a slight turn -- from #5 to #6 -- as shown on page 11-3 --



we see that the clock -- representing the Earth -- would again face the sun -- about 4 minutes after a sidereal day. Or 23 hours 56 minutes + 4 minutes = 24 hours -- for a solar day. By this time the Earth has completed slightly more than a full 360^{o} turn. But -- if the Earth orbited in one direction -- and rotated in the opposite direction -- the sidereal day would happen after the solar day. This is demonstrated below -- with the clock -- or Earth -- still traveling counterclockwise -- or to your left -- while the rotation (spin) is arbitrarily reversed to a clockwise direction -- in order to prove our point.



See! Here a solar day would happen first -- as at #5 above -- and the sidereal day after -- as at #6 above -- instead of visa versa.

Summary

If Secondary and Primary	Synodic (Solar or Meeting) Period Will Happen
Both orbit in same direction	After
One orbits in the opposite direction	Before

If Secondary Only	Synodic or Solar Day Will Happen
Orbits & rotates in same direction	After
Orbits in opposite direction to rotation (spin)	Before (as demonstrated above)

Below -- is a summary of the longer 24 hour solar day -- vs -- the shorter sidereal day. Because the Earth orbits and rotates in the same direction ---- the "clock law" determines that there should be exactly one more sidereal day -- in a solar year. ?But -- is this so? Let's examine the summary below -- which should either

prove -- or disprove -- the "infallable" (?) clock law.

Note: 1 sidereal day=23 hours, 56 minutes, 4.09054 seconds = 23.9344695944 hours

Hours in a long -- vs -- short day	# of long -- vs -- short days in solar year	# of hours in one solar year
Solar = 24	x 365.2422	= 8765.8128
Sidereal = 23.9344695944	x 366.2422	= 8765.81280008

Notice that when we multiplied the hours in the two different days --- by the number of long -- vs -- short days ---- the number of hours in a solar year perfectly agree -- to 4 decimal places. This proves that there is exactly one more sidereal day -- in a solar year -- which exactly coincides with the clock law: 366.2422-1=365.2422. Remember -- the clock law says -- that it is 1 more -- or 1 less -- depending on the direction of orbit and turn.

We now advance to an exciting bit of speculation. Watch!

Chapter 12

COMPARING THE ORBITS -- MOON VS EARTH

Let's use our clock law -- starting out with the Moon orbiting the Earth -- and then making a comparison of the Earth orbiting the Sun. As we know --- the Moon and Earth both orbit in the same counterclockwise direction -- proving that the "meeting" or synodic periods -- when the Moon, Earth, and Sun all line up

---- happens after the sidereal (Earth stationary) period.

Now watch some exciting mathematical phenomena. Don't forget -- as you get interested and excited about any subject -- your sympathetic nervous system -- and certain glands (pituitary, hypothalmus, and adrenal) manufacture adrenalin and ACTH (adreno-corticotropic hormone) --- which -- not only stimulates your entire body -- but most important -- it also stimulates your thinking organ -- the most magnificent computor ever devised -- the brain.

And with practice and habit --- these important organs develop a habit of going into action at will --- so that you can think sooner -- and faster. ?See -- why -- you can become a genius?

Ahead -- we have a series of self-explanatory tables -- that tell a story --- which lead on to a greater story.

Summary Of The Moon

Sidereal

Number of days in 1 year	365.2422
Divided by days in sidereal month	÷ 27.3216
= Number of sidereal orbits in 1 yr.	= 13.36826

Synodic

Number of days in 1 year	365.2422
Divided by days in synodic month	÷ 29.5306
= Number of synodic orbits in 1 yr.	= 12.36826

Sidereal Orbits Per Year	13.36826
Synodic Orbits Per Year	- 12.36826
Difference exactly	= 1.00000

Synodic (Full Moon) month	29.5306
Sidereal (stationary) month	- 27.3216
Difference in "earth" days	= 2.2090

In essence -- the above 2.209 earth days -- is equivalent to 1 "moon" day. If we now multiply a moon day --- times the number of each of the Moon's orbits (synodic and sidereal) --- we get a paradoxial result! The Synodic orbits become the Sidereal days in a month -- and the Sidereal orbits become the synodic days in a month.

2.209 Earth
Days = 1
Moon Day x Orbits Per Year Days in a ? Month

2.209 x 12.36826 Synodic = 27.3215 Sidereal
2.209 x 13.36826 Sidereal = 29.5305 Synodic

Comparing Moon And Earth

By using the above logic -- we can make some interesting known -- and unknown -- phenomena about the Earth and Sun.

According to the clock law -- because the Earth both orbits and spins in the same direction -- there should be exactly 1 less solar days -- than sidereal days -- in a solar year. Otherwise -- the clock law would not conform. Presently -- we cannot make any comparison of the spinning Earth with the Moon -- as the Moon does not have a solar or synodic day - vs - a sidereal day. This is because the Moon does not spin -- as does the Earth.

We can now make a comparison of the Summary Of The Moon -- as shown above --- and then duplicate some of our above previous information -- and thereby create a new summary -- showing some fascinating possibilities about the Earth. Watch!

If we divide the number of hours in a solar year -- by the number of hours in sidereal

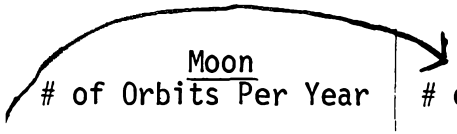
vs solar day -- we get exactly 1 more solar day in a solar year.

# of Hours in Solar Year	Hours in a Day	Hours in Solar Year	Days in a Solar Year
	Sidereal		
8,765.8128 ÷	23.9344695944	8765.8128	366.2422
	Solar		
8,765.8128 ÷	24.	8765.8128	365.2422
Difference between sidereal & solar days in 1 solar year			1.0000

Remember again -- as just stated a few paragraphs above --- that we cannot make any comparisons of the solar and sidereal days -- to any movements of the Moon.

But -- we can now logically reason that there must be exactly 1 more day in a sidereal year --- instead of the 20.4 minutes -- as presently believed.

Going back to page 12-1 for the facts shown below -- for the Moon -- and then assuming the information shown on the right side -- for the Earth:



Moon # of Orbits Per Year		Earth # of Orbits Per Super-Sun Year	
13.36826	sidereal	= sidereal	365.2422
12.36826	synodic	= solar	366.2422
1.00000	⟵ Differences ⟶		1.0000

Notice that the Moon's sidereal period is 1 more --- whereas the Earth's sidereal year (instead of period) is 1 less. If the Sun orbits in the opposite direction to Earth -- then this would have to be so -- according to the clock law.

If the above facts about the Earth are correct -- then the Sun would have to orbit the Super-Sun in about 365 years. ?Can this be so?

Let's see!!

Comments

Date & Signature

Chapter 13

SPINNING TOP - VS - SPINNING PLANETS

If you were to spin some tops of various sizes, weights, and densities -- but with using equal amounts of energy -- you would find that tops with the lesser densities would spin the fastest. For example -- if two tops were the same size and shape -- but different densities -- in general, the one with the least density would turn the fastest (with the same "force").

Supposing one top is made of solid lead. The other is made of sheet metal, or sheet aluminum -- formed so that air is on the inside. In other words -- the second top is much lighter -- and much less dense. The lighter and less dense top would turn or rotate with far less effort, or force -- than the heavier and denser lead top.

Weight Distribution

Another important factor to making a top spin easily, especially a heavier top -- is in the weight distribution. Instead of a solid lead top -- supposing you had a top with a center post, or rod -- made of heavy lead running directly through the center -- and the outside was made of light (in weight) sheet metal. This top would turn much easier -- as long as the

heavy weight was confined to the center. But if this same weight were distributed to the outside  -- the spinning would immediately slow down.

This could also be likened to an ice skater -- who is twirling very fast, as long as the arms are tucked in close to the skater's body.  But -- if the skater should extend his arms and hands outward  -- the spinning would be reduced instantly. ?Is there any relationship between the velocity of a spinning top -- and the spinning planet? Etc.? Watch!

Sun's Mass Determines Speed Of Planets

But first -- let's examine the velocity at which any Secondary -- such as a planet -- orbits around its Primary -- the Sun. The greater the Mass (M) -- or "strength" of the Primary -- the faster its Secondary will travel around the said Primary.

As you perhaps know -- the Earth travels almost 30 kilometers (18.5 miles) per second -- around the Sun. But if the Earth were 4 times farther from the Sun -- its velocity would reduce to 1/2 ($=1/\sqrt{4}$) -- or about 15 kilometers per second. If -- on the other hand -- the Earth were moved in 4 times closer (or 1/4 of its present distance) to the Sun -- its orbital speed

would double ($\pm\sqrt{4}=2$). You also know that it is the "strength" (or Mass) of the Sun -- that determines the orbital velocity (V) of the planets -- depending on their respective distances from the Sun. Here -- the Mass or Density of the planets (Secondaries) have absolutely no bearing on their orbital speed. For example -- tiny Mercury -- or giant Jupiter -- would orbit at the same speed -- if their distances from the Sun were the same.

If the Primary is responsible for the orbital velocity (V) -- depending on its distance -- then the Primary must also furnish the "power" to make the Secondary rotate -- or spin. This said "power" from the Sun -- causes the Earth to rotate once -- approximately every 24 hours. Proof of this is -- as the Earth gets farther from the Sun -- in its elliptic orbit -- not only does its orbital velocity (V) slow down -- but its rotation must also slow down accordingly. Otherwise -- the days would get completely out of phase. But even so -- these two factors do gradually get slightly out of phase -- and then gradually get back in phase, or in "tune" -- as discussed in chapter 5.

Sun's Mass Much Too Much -- Moon's Not Enough

Heretofore -- there could be no logic -- or

connection as to why the planets, the Sun, and the Moon -- rotated or turned -- at such "unsolvable" speeds -- that seemed to have no rhyme or reason. Because of the errors in Newton's formulas -- it has been virtually impossible for scientists or mathematicians to make any sense to this apparent paradox -- because of the incorrect masses. It had been believed -- that a planet's turning speed was just coincidental. For example -- the Sun's mass had been incorrectly calculated at about 330,000 -- instead of 574.25 (574.24^2=about 330,000). This also caused the Sun's density to be 574.24 times greater than it actually is.

In addition -- the Earth was misweighed -- or overweighed -- by 4 times -- by Cavendish (1731-1810) in 1789 -- becuase he had also used these same incorrect formulas (Newton's) in his calculations. And -- to add fuel to the fire -- the Moon's mass (M) is 9 times greater -- than presently believed. You -- or any other genius -- can see where this would cause an irreversable compounding of errors -- that would prevent the scientists from making many discoveries.

It was discussed elsewhere -- that the Earth's orbital velocity increases or decreases proportionally -- as its distance from the Sun increases or decreases -- during its (Earth's) elliptical orbit about the Sun.

Now -- this is very important. Not only does the Earth's orbital velocity change proportionally -- but the turning (spinning) speed at its equator -- also changes proportionally. If this did not happen -- the days would get completely "out of tune." In summary, then -- the (1) orbital velocity and the (2) rotational speed at the equator -- both change proportionally.

Velocity Does Not Change Proportionally For "Average" Distance

And we know that a Secondary's velocity increases as to the square root -- as its average distance from the Primary is decreased. In other words -- the Earth's orbital velocity is almost 30 kilometers (18.5 miles) per second. If another planet were 4 times closer to the Sun -- its velocity would be ($\sqrt{4}$=) twice as much -- or about 60 kilometers per second. And if a planet were 4 times farther from the Sun -- its orbital velocity would decrease by ($1/\sqrt{4}=1/2$) one half - or 15 kms.

From this knowledge -- we can logically assume -- that if the Earth -- because of its density, etc. -- were to be placed 4 times closer to the Sun -- its rotational speed would also double -- or from 1,647 kilometers (over 1,000 miles) per hour to 3,294. Or -- conversely

if the Earth were to be placed 4 times further -- its spinning speed would reduce 1/2 -- or to about 823 (=1,647x½).

Comparative Chart

From the above information -- we have prepared a chart below -- showing the present rotational speeds in kilometers per hour -- in column #1. Then in column #2 -- we have calculated the rotational speeds of these planets -- as if they were all theoretically placed at the same distance as Earth -- or 1 A.U. (astronomical unit).

Seven planets, the Moon and the Sun are shown. Venus and Pluto are not shown -- as sufficient information is not known.

As you look at this chart -- you will notice some astounding facts. As the corrected densities (column #3) increase -- the theoretical speed decreases -- although not proportionally. But -- as you can plainly see -- from the established and incorrect accepted densities (column #4) -- there is no rhyme or reason. ?See -- why it had been impossible for scientists to make further advances -- having had the wrong masses and densities?

For convenience -- the speed at 1 A.U. -- and the corrected density (columns 2 and 3) is connected with a solid underline -- so that you

	Rotational Speed @ Equator--Kms./Hours		Density (Water=1)		Mass (Earth=1)	
	Actual Location	Theoretical Location @ 1 AU from Sun	Correct	Accp'd	Correct	Accp'd
	#1	#2	#3	#4	#5	#6
Saturn	37,055	114,443	.0178	.688	9.7	95.2
Jupiter	45,512	103,820	.0191	1.326	17.67	318.
Uranus	13,856	60,688	.106	1.667	3.8	14.5
Neptune	9,967	54,642	.13	2.261	4.1	17.3
Earth	1,647	1,647	1.4	5.5	1.	1.
Mars	863	1,056	3.05	3.806	.332	.11
Mercury	1.5	1.5	5.91	5.181	.23	.052
Moon	1.0	1.0	7.56	3.3	.11	.012
Sun	7,396	3,500,000(?)	.0006	1.4	574.25	330,000

can observe these two most important factors.

As Density Increases -- Rotation Decreases

First of all -- you will notice that as the density (column 3) increases -- the speed (column 2) decreases. Although this does not happen proportionally -- there may be one other important factor -- the weight distribution of these planets.

Earth Was Overweighed

For example -- when the Earth was weighed by Cavendish (1731-1810) in 1798 -- he overweighed it by about 4 times -- because he had used Newton's incorrect formulas. As the density of the Earth's surface is only about 1.5 or 2 -- compared to water at 1 -- the scientists had to "fill in" -- and "imagine" the center of the Earth to have a density of about 20 or 30 -- in order to get the "average" density of the entire Earth up to 5.5 (see column 4) -- or 5.5 times heavier than water.

Waves Will Not Travel Through A Vacuum

As is known -- sound waves and seismic (earthquake) waves will not travel through a vacuum. The "P" (Primary) -- or most important seismic waves will travel through steam

or gasses -- but will not travel through a vacuum. So -- ?what happens?

When these "P" waves travel down through the bowels of the Earth -- during an earthquake -- they suddenly stop dead in their tracks -- and are bounced -- or reflected into other directions -- when they reach about 630 kilometers (400 miles) from the Earth's center.

Getting back to the statement made three paragraphs above -- in which it stated that scientists had to "fill in" -- and imagine the Earth's center to have a very heavy density. In fact -- they "imagined" it to be a mysterious, hot, heavy, liquid substance. This would satisfy the curious -- that would wonder why these waves would not pierce through. Aha, they reasoned -- the waves would not travel thru a vacuum -- or through this mysterious hot, heavy, liquid (m.h.h.l.) substance.

Because none of this m.h.h.l. substance was available for testing -- unless someone were willing and able to secure some -- from the Earth's center. So see where a pencil, an eraser, and a good (or bad) imagination -- can solve any mystery.

Then -- there is a second -- or Secondary seismic wave -- called the "S" wave -- that will not pass thru a vacuum -- but it also will

not travel thru hot steam or gas. And guess what! These "S" seismic waves also stop dead in their tracks -- at only about 2900 kilometers (1800 miles) below the Earth's surface.

?What does all this mean? ?Is there super-heated steam at this distance (2,900 kms.) below the Earth's surface -- which causes the volcanoes, geysers, earthquakes to erupt -- and hot water to be emitted from within the Earth? ?And is there a vacuum at the center (from the results of the "P" waves) of Earth? This was discussed in more detail -- in the book, SATAN'S SAUNA AND THE DEVIL'S TRIANGLE -- by this same author.

Now -- getting back to our above chart. Let's take the first six planets on the chart. We can logically separate them into 3 sets of pairs. In the first pair -- you will notice that Saturn's and Jupiter's densities and rotational speeds are very close. Then -- the second pair -- Uranus and Neptune -- also have similar densities and rotational speeds. Finally -- the third pair -- Earth and Mars. Mars is more than twice as dense as Earth -- but Earth's rotational speed is only slightly more than 50% greater than Mars. ?Could this be -- because maybe most of Earth's weight is distributed to it's outside -- whereas Mars'

mass may be more evenly distributed?

Suddenly -- the density of the planet Mercury -- and the Moon -- both become very dense. Mercury only makes 1.5 turns per orbit around the Sun -- whereas the Moon only makes one complete turn -- while orbiting Earth -- meaning that one side of the Moon -- is always constantly facing toward the Earth.

The Sun -- on the other hand -- is about 30 times less dense than Saturn -- the least dense of the planets. By virtue of the Sun's great distances from its Primary -- the Super-Sun -- its rotational velocity is less than any of the first four upper-mentioned planets -- on the above chart. But -- if the Sun were placed closer to its Primary -- the rotation speed would increase many times.

If we have a chemist available -- he would be happy to find that the corrected density of the Sun (column 3) would be logical -- and somewhat commensurate with super-heated hydrogen -- and other -- gasses -- instead of the present "accepted" density of 40% heavier than water (1.4 to 1). ?How could this possibly be so?

We have been unable to pinpoint a definite mathematical formula to the turning speeds of heavenly bodies. There may be too many unknown variables. However -- you -- or some other

genius -- may be able to work out a mathematical equation -- and solve this dilemma. If you do -- and write and tell us in time -- we will give you full recognition -- in our hoped-for forthcoming sequel to this book.

?Does it not get more exciting -- and challenging -- as we learn more and more? Let's hurry onward -- to the next chapter.

Comments

Date & Signature

Chapter 14

THE FALLING APPLE HITS NEWTON ON THE NOGGIN

According to legend -- while sleeping under an apple tree -- an apple fell with a thud -- striking the poor relaxed Isaac Newton (1642-1728) squarely on the noggin. This accentuated the positive.

?Why didn't the apple fall upward -- or side ways? ?Why does it have to fall straight down -- to land on someone's head -- he may have wondered.

The Earth's Curvature

But first, let's examine the Earth's curvature. If a surveyor were to take a level shot through his transit (or level) over perfectly level ground for a distance of 1 mile -- then because of the Earth's curvature -- he would be sighting 8 inches above the Earth's surface.

Or, if it were possible for someone to throw a baseball, golf ball, etc. -- for a distance of 1 mile -- the said ball would have to drop -- or fall -- this same extra 8 inches.

Now -- if this surveyor were to sight for a distance of 2 miles -- any genious would immediately "rationalize" that the Earth's curvature would be twice as much -- or 16 inches. And -- as any idiot knows -- that if possible

for someone to use twice as much force (neglection friction, etc.), so as to throw this same baseball (or whatever) twice as far -- the same rationalization would also determine that the ball would also have to fall this same 16 inches.

But no -- simple mathematics would prove that the Earth's curvature for 2 miles would be 2x2 ($=2^2$) x 8 -- or 32 inches. From the diagram you can visually see that if you go twice as far -- on a curved surface -- the distance increases much more -- or 4 times as much. Below is a chart -- that gives the "drop" -- due to the curvature -- at various distances. You will notice that the drop is 9 ($=3^2$) times as much for 3 times farther -- and 16 ($=4^2$) times more for 4 times farther, etc.

Miles	Kms.	Curvature Inches	Feet	Cms.
1 =	1.609	1^2 x8= 8		
2 =		2^2 x8= 32		
3 =		3^2 x8= 72		
4 =		4^2 x8=128		
4.91=	7.902	4.91^2x8=192.86 =	16.1 =	491
5 =		5^2 x8=200		
9.82=	15.804	9.82^2x8=771.44 =	64.4 =	1964
10 =		10^2 x8=800		

Now -- notice that we have broken the numerical sequence after 4 miles, to 4.91 -- or 7.902 kilometers -- at which the Earth's curvature would be 192.86 inches -- which is about 16.1 feet, or

491 centimeters. For example -- from 1 to 2, or from 2 to 4, or from 4.91 to 9.82, etc. -- 4 is the square of 2 ($=2^2$).

And if the horizontal distance is tripled -- as from 1 to 3 -- or 2 to 6 -- the curvature increases to 9 -- or 3^2. Naturally -- then -- if the horizontal distance is increased by 4 times -- then it becomes obvious that the curvature would be $4^2=16$ times greater -- as from 1 to 4 -- which increases from 8 to (16x8=) 128 inches.

This is of great significance. Supposing you went to a height of 16.1 feet -- or 491 centimeters above the ground -- and jumped -- or better yet -- dropped some object, such as a stone. It would take exactly 1 second -- for you -- or the stone -- neglecting any air or wind resistance -- to land on terra firma. The speed would go from nothing -- or zero, at the very beginning of the jump or fall -- and then graudally increase to 32.2 feet or 982 centimeters per second -- which is just twice the amount shown on the above chart. This (32.2 feet per second) is almost 22 miles an hour -- at the very end of this short 1 second fall. The reason why the final speed would be twice the distance fallen -- is because it would be the average -- or $0+32.2\div2=16.1$.

?Do you get the point? You will -- if you jump from this height and if you're not in excellent physical condition -- and don't know how to land -- we recommend that you do not jump -- but drop the stone -- or a piece of putty -- instead. Especially if the terra firma (ground) is really firma.

If a spacecraft were to theoretically orbit around a perfectly smooth Earth -- at a height of 16.1 feet or 491 centimeters above the ground -- it would have to maintain a constant speed of almost 5 miles -- or 8 kilometers (see the above chart) -- for each and every second. If it went slower -- it would gradually fall toward the ground -- and if it went faster -- it could either go into an ellipse -- or gradually leave the Earth.

Now -- notice that this (16.1 feet or 491 centimeters) is exactly the same height that a falling object would "fall" or "drop" -- in the very first second. Then -- ?could we not reason that the spacecraft and the falling object are both dropping toward Earth -- at <u>exactly</u> the same speed? This appears to be a very simple problem. The spacecraft and the falling object -- both would "drop" this same 491 centimeters toward the Earth -- in one second.

We could just drop the whole problem here -- and forget about it. Or we can -- and will -- pursue it further.

Falling Object vs Orbiting Body

For one thing -- the falling object starts with absolutely no speed -- or from a dead start -- and gradually increases its speed -- from 0 to 32.2 feet -- or from 0 to 982 centimeters -- in the 1st second -- so that the average speed was 16.1 feet (=0+32.2÷2) or 491 centimeters in 1 second. But the final speed -- at the end of the 1st second -- would be 32.2 feet or 982 centimeters per second -- or nearly 22 miles per hour -- as mentioned above.

Then -- during the 2nd second -- the falling object has gained momentum. At the end of the 1st second -- which would in essence -- be the beginning of the 2nd second -- the beginning speed or velocity -- would now be 32.2 feet or 982 centimeters per second. Then -- the falling object would continue to gradually increase its falling speed. So -- by the end of the 2nd second -- it (falling object) has attained a falling velocity of 64.4 -- or 1964 centimeters per second -- or almost 44 miles per hour.

And -- don't forget -- this gradual increase continues -- on and on and on. Further discussion -- and another discovery on this topic -- is in the chapter on gravity.

Whereas -- the orbiting spacecraft would

have a constant -- and never-changing falling speed -- of 16.1 feet -- or about 11 miles per hour. So the similarity ends here. In fact -- the orbiting spacecraft must maintain this said constant falling speed in order to follow the Earth's curvature.

But the falling body does not have to follow the Earth's curvature. Therefore -- we cannot compare apples to oranges. But let's continue onward -- with the next chapter -- to find out how Newton may have become Moon-struck which may have caused him to commit history's greatest boo-boo. It's interesting.

Comments

Date & Signature

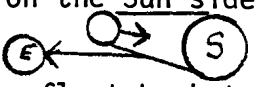
Chapter 15
HOW NEWTON BOO BOO'D

The moon travels around the Earth at about 1 kilometer -- or .635 miles per second. This is about 3,600 kilometers (as there are 3,600 seconds in 1 hour) or about 2,300 miles per hour. It takes slightly less than one month (moonth) for it to make a complete orbit about the Earth.

Phases Of The Moon
New (Noon) Phase

When the Moon is located between the Earth and Sun 

-- this is called the "New" Moon phase. It could also be called the "Noon" Moon -- as it should be located exactly toward the Sun -- at exactly noon -- on some part of the Earth -- when it is exactly in the new (noon) Moon phase. It is hard to actually see the Moon during this time -- as you are looking in the direction of the Sun. In addition -- the Sun's rays are striking the Moon on the opposite side -- or on the Sun side.



This causes the rays to reflect back toward the Sun -- or in the opposite direction -- from the Earth.

The Earth is both orbiting and spinning in

a counterclockwise direction -- the same as the Moon. Although the Moon itself -- is traveling slightly two times faster than the Earth is turning (spinning) -- but because of its great distance -- an observer here on Earth gets the illusion that the Moon is traveling in the opposite direction to the Earth's turning (spinning).

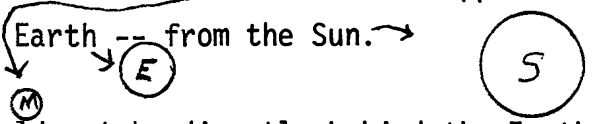
If the Moon were traveling nearly 30 times faster -- it would appear to be traveling at about the same speed -- as this planet is turning. Then -- the Moon would be circling the Earth once each day -- it would remain over one part of the world -- and would only be visible from certain sections of the globe.

6 In The Evening - 1st Quarter

In slightly less than 7½ days after the noon moon phase -- it has completed ¼ of its journey about the Earth. This is called the first quarter -- or first ¼. At this time -- from our viewpoint on Earth -- we can see about ¼ of the Sun's reflected rays -- causing a crescent shaped moon.  When it is exactly in the first ¼ phase -- the Moon will be located off in the sky -- in a southerly direction -- at 6 in the evening. A comparison -- would be of the Sun -- which is always located in space -- off to the south -- at 12 o'clock noon -- on any day.

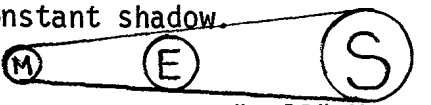
Midnite - 2nd Quarter

The 2nd quarter phase, or when it has completed ½ (=2/4) of its orbit -- is the Full Moon phase -- when the Moon is on the opposite side of the Earth -- from the Sun.



The Moon would not be directly behind the Earth -- unless there is an eclipse. Eclipse derives from the Old French, Latin, and Greek langauges -- in general -- meaning a "hiding" -- or disappearing.

That is -- when the Moon "hides" from the Sun -- by getting behind the Earth -- and the "ecliptic" -- or the Earth's orbital path. As a consequence -- the Earth would temporarily block out the Sun's rays from hitting the Moon -- either completely -- or partially. Otherwise -- the Moon would be either above or below the Earth's constant shadow.



This 2nd quarter -- or "Full" Moon phase could be considered as the midnite phase. When it is exactly at Full Moon -- it will be exactly midnite -- on some part of the world. Of course -- this could vary a little -- depending on the exact location of your particular time zone.

6 In The Morning - 3rd Quarter

Finally -- the 3rd quarter phase -- is when the Moon has completed 3/4 of its orbit. This phase would happen at 6 a.m. -- or 6 in the morning -- it will be exactly south -- from some part of the world. There would also be a crescent shape  -- same as happens during the 1st quarter.

Summary Of Moon's Phases

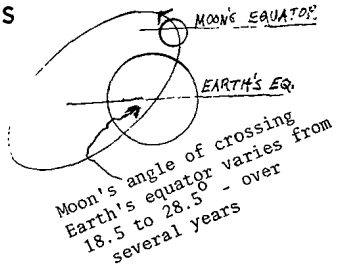
In summary, then -- we could designate the locations of the Moon, as follows:

New Moon.	At noon
1st Quarter	6 in the evening
Full Moon (2nd Quarter) . .	Midnight
3rd Quarter	6 in the morning

Of course -- as the Earth is turning toward any one of these particular moon phases -- the Moon would be to your left -- if you are facing south -- looking outward into the sky. Then -- at the above-mentioned times, the Moon should be directly to the south -- for each particular phase. After that -- as the Earth turns -- the Moon would appear to be moving slowly to your right -- finally disappearing from your view -- even though the Moon is actually traveling toward your left -- or counterclockwise. This was explained in the 3rd paragraph -- of this chapter.

From this knowledge -- we could make notations on any calendar -- showing what time the Moon would be exactly to your south -- for each day of the year. As it takes the Moon about 29.53 days to complete a synodic (meeting or lining up with the Earth and Sun) orbit -- and as there are 24 hours in a day -- this would mean that the Moon would keep shifting to your left -- or easterly -- about 49 minutes each day. If we started with the New Moon at noon -- it would be south at 49 minutes after noon -- or 12:49 -- the following day --- and 1:38 the following day, etc.

This would roughly coincide with the ocean's tides. And of course -- the Moon could be higher -- or lower -- in the sky. It could be directly over the Earth's equator -- or as much as a maximum of about $23.5^{o} \pm 5^{o}$ -- above or below the Earth's equator. In other words -- the Moon gradually changes from (23.5-5=) 18.5^{o} to (23.5+5=) 28.5^{o} above and below the Earth's equator. This means that it crosses the Earth's equator -- twice for each orbit. Once while "going downstairs" -- that is -- while traveling southerly -- and once when it is "going upstairs" -- while



returning in a northerly direction -- on the opposite side of its elliptical orbit around the Earth.

Watch The Moon For Hobby

This could be an interesting hobby -- to watch and study the Moon's constant change of positions -- as it goes on its merry way -- on its elliptical orbit about the Earth. The Earth also has a somewhat similar type of orbit around the Sun. This was discussed in chapter 4.

Where Newton Erred

Now -- if we go back to where Newton was struck by the falling apple (on page 14-1) -- we can show where Newton -- as well as everyone else -- had been fooled by this "logic."

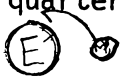
Newton Compared Moon To Falling Apple

As he (Newton) looked up at the Moon -- he deduced that the Moon was constantly "falling" in toward the Earth -- by making a comparison with the falling apple. ?But -- is the Moon constantly falling in toward the Earth?

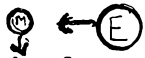
The Earth "Pulls" The Moon Forward

The Earth is orbiting in a counterclockwise direction around the Sun at nearly

30 kilometers (18.5 miles) per second -- while at the same time -- the Moon is traveling in the same direction -- at a speed of only 1 kilometer (per second) around the Earth. This means that the Earth is traveling around the Sun at almost 30 times faster -- than the Moon is going around the Earth.

This, then -- means that while the Moon is at the 1st quarter phase -- the Earth must "pull"  the Moon at 30 kilometers per second -- while in the meantime -- the Moon is continuing on its own merry way about the Earth -- at only 1 kilometer per second. If the Earth did not "pull" the Moon forward -- at this same speed (30 kilometers) -- the Earth would soon get far ahead -- and lose this satellite.

Now The Earth Must "Push" The Moon

When the Moon arrives  at 3rd quarter -- when it is directly in front of the Earth's orbital direction around the Sun -- then the Earth must begin to "push" the Moon forward -- at this same 30 kilometer per second speed.

The Earth And Moon Could Collide

Otherwise -- there would be the most violent shattering crash -- that would make the A-Bomb or H-Bomb -- appear like the striking of a match -- in comparison.

Newton's Logic Was Illogical

Getting back to Newton's "logic" that the Moon is constantly being pulled in toward the Earth is no longer "logic" -- when this problem is analyzed. Therefore -- we cannot compare the "falling apple" -- to the "falling Moon."

No Further Proof Needed

?Do we need any further proof -- that the Moon is not constantly "falling" in toward the Earth? So -- Newton's logic becomes illogical logic.

A secondary, such as the Moon -- is "locked" into a certain distance. ?Then -- what logic can be used? The simple truth is -- that the Moon is "locked" -- and "held" into a certain distance from Earth -- just as if an iron rod were attached to the Moon -- and as if this said rod -- were turning from the Earth.

?How About The Elliptical Orbit?

Any genius may quickly ask -- ?then how can the Moon (or any other body) orbit into an ellipse -- where the distance (from Earth) is constantly changing? This question -- at first sounds like a stickler -- but it actually turns out to be a very simple problem.

Speed Increases Or Decreases Proportionally

As the Moon gets farther from the Earth -- its speed dimishes proportionally. And as it gets closer -- its speed increases proportionally. This gives us a concrete conception of what is actaully happening. In other words -- the Moon's average speed is 1.022 kilometers per second -- whereas its maximum is 1.11 kilometers p.s. -- and its minimum is .945 kilometers p.s.

Eraser "Cures" All Mistakes

See! Newton's laws had been hidden within the vault of mysticism and mystery. When the spacecraft flights did not concur with his (Newton's) laws -- it was only necessary to imagine that Einstein's "corrections" would "correct" the problem. Let us assure you that Einstein's laws or rules -- are in no way comparable to Newton's formulas. Just to add a little (or a lot) or to subtract a little -- here and there -- can make all the answers come out "exactly -- as predicted." But -- not one -- no, not one -- spacecraft flight came out according to Newton's formulas. But -- after using the pencil's eraser, as stated -- everything always comes out -- "exactly -- as predicted."

Twice As Fast - Four Times More Fall

Say -- with little effort you can throw a

baseball 100 feet. If you double your effort -- that is -- use twice as much power or force -- you would throw the ball twice as fast -- and twice as far -- or 200 feet.

Another example: If I can throw the baseball 100 feet -- using my maximum strength and efficiency. But because you are exactly twice as strong -- you will be able to throw the same ball twice as fast -- and twice as far (neglecting air resistance and friction) -- if you also use your maximum strength and efficiency.

As mentioned above -- the drop is 8 inches for one mile --- or four times more for 2 miles -- or (2^2x8=) 32 inches. The Earth's curvature would also be 4 times more for 200 feet -- vs -- 100 feet.

If a spacecraft's speed is doubled -- from about 5 miles per second -- to about 10 miles per second -- the Earth's curvature would also increase 4 times.-- for every sec. for the spacecraft.

If the Moon's speed were doubled -- it would also "fall" toward Earth 4 times faster (see page 14-2). But Newton -- or the "Newtonians" would contend - that it would take 4 times more power -- to make the baseball, the spacecraft, or the Moon go twice as fast. !How ridiculous!

?Are You A Genius?

If you are absorbing just a small portion

of this information -- you are certainly a potential genius. And if you go back and read this book one, two, or several times, so that you retain the knowledge -- then you can be truthfully considered a genius.

But -- don't stop here. Don't stop when you have finished this book -- or graduated from high school or college. But continue on -- and learn the constant excitement that will continue throughout your life.

So! Let's continue to expand our knowledge -- and hurry to the next chapter.

Comments

Date & Signature

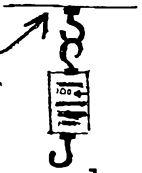
Chapter 16

HOW NEWTON FIGURED THE "FORCE"

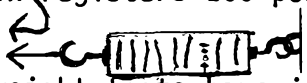
Supposing you weighed yourself on a bathroom scale -- or any type of a scale -- for that matter -- and -- for simplicity -- we'll assume that your weight is exactly 100 pounds.

Then you experiment with another test. Weigh yourself on a so-called fisherman's scale -- or fishscale -- a scale so designed that it has two hooks -- one at each end.

You attach one of the hooks at one end of a fishscale -- to a hook that is already solidly secured to the ceiling. You hold onto the other hook -- and by elevating -- or bending your knees -- so that your feet are off the floor -- this scale again verifies that you weigh 100 pounds.



You now attach the same fishscale to a hook secured to a wall and pull with sufficient "force" so that the said scale again registers 100 pounds.



?What do these three weight tests have in common? When you stood on top of the bathroom scales -- they had to "support" your "weight" -- or downward "force" on the scale. And the floor beneath these bathroom scales would have to support both your weight -- the weight of the

scales -- and the weight of the floor, etc.

If now -- a monstrous elephant stood on these same bathroom scales -- no doubt -- the scales would collapse and break -- as they were not designed to "support" an elephant. And if the floor were not strong enough to "support" the elephant -- it, too, would crack, break, or collapse. If the floor were strong enough -- but the foundation were too weak to support the weight of the elephant -- it would break, settle, sink -- or whatever.

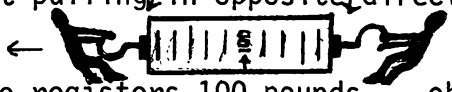
When you held onto the fishscale -- attached to the ceiling -- not only would it register your weight -- but it would -- incidentally -- register your downward "force." And of course -- the ceiling itself must be strong enough to hold, or support this downward "force" -- caused by your weight -- or force.

Then -- when you attached the fishscale to the wall -- you "forced" the scale to register 100 -- by the weight of some of your body -- leaning backwards -- plus the sheer "strength" of your hands, arms, and body -- to "pull" with sufficient "force." The wall also had to be strong enough to support this weight --for this 100 pound "force." Even a person weighing only 50 pounds could actually "force" the scale to register 100 pounds -- by placing his feet

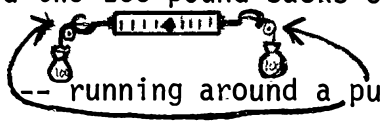
solidly against the wall -- or even on the floor -- by using a combination of his weight and strength -- to "force" the said scale to register 100 pounds.

So -- you can readily see that weight -- mass -- strength -- power -- ability -- force -- etc. are all words that sometimes have the same meanings -- in space -- at least.

If you now take this fishscale -- holding onto one of the hooks -- and have someone else pull on the opposite hook -- and then the two of you start pulling in opposite directions -- until



the scale registers 100 pounds -- obviously -- there is exactly -- yes, exactly -- 100 pounds of "force" between you and the other person -- as long as the scale registers that amount. Or if you attached two 100 pound sacks of sand with



pieces of rope -- running around a pulley -- to the scale, as shown -- the scale would still show 100 pounds of weight -- or force -- between them -- as would be indicated on the scale.

At first -- this could appear confusing -- and one might think that there is a 200-pound force between them -- as the 2 bags do weigh a total of 200 pounds. But if you go back to our above test -- where a hook was inserted into the

ceiling --- and again just attached the scale to the ceiling hook --- and just one of the 100 pound sacks of sand to the other hook -- the scale would still register 100. And the ceiling would substitute itself for the other bag of sand. Of course, when the 2 bags are suspended by rope overpulleys -- as demonstrated above -- the ceiling would actually have to physically support the total weight of both bags -- or 200 pounds. But the actual "force" between the 2 sacks of sand would register on the scale as 100 pounds -- and <u>not</u> 200 pounds. In space -- we would not be measuring the "force" between two planets (etc.) -- by suspending the 2 planets over the ceiling -- or any other object. Instead -- the "force" would be measured directly between the planets. Similar to two persons pulling on opposite sides of the fishscale.

If now -- it were possible to perform the same type of test -- substituting two planets, or heavenly bodies -- for the two sacks of sand -- we would get the same results. If these said heavenly bodies had a Mass (or weight) of 100 each -- the scale would again show 100. Not 100 pounds -- but 100 times the weight of the Earth -- as the Earth's Mass is arbitrarily figured at 1.

Unfortunately, however -- Newton figured that the "force" between two such planets (or whatever) would be 100x100=10,000. Preposterous, as you, or any other genius , can quickly see. This is no reflection on the genius of Newton -- as he was truly one of the world's greatest scientists. Sometimes the best of us -- or the worst of us -- through an oversight -- can add 2 and 2 -- and come up with 22. We get so involved with the abstract -- and the difficult -- that we simply miss the simply simple.

But if you think that Newton committed an error -- what about the millions of us (including myself) who have used his formulas -- as the authority -- and the bible of science. And for over three centuries. This will go down as the greatest oversight in all history.

But it's only by accident -- not through brilliance -- that I had the fortune (or misfortune?) to discover these errors. It happened through a series of exciting, encouraging, entertaining psychological events that started from childhood -- which will be expounded in a future biography.

It is hoped that this mentioned biography will change man's prejudice and bigotry -- that have caused wars and could eventually destroy mankind. And -- it is entirely possible -- that

man may finally be successful (in destroying himself).

For example -- take a child that was brought up -- believing in voodooism and superstition. Send him to a modern medical school. He graduates -- returns home and reverts to these same childhood superstitions.

So -- is it any wonder -- that there has not been one single scientist (to our knowledge) who has publicly admitted that Newton's Force and Mass equations are not correct?

If we get back to Newton's "force (F) formula -- which is:

$$F = \frac{\text{Mass x Mass}}{\text{distance}^2} \text{ or } \frac{M \times M}{R^2} \text{ or } \frac{MM}{R^2}$$

If we again use our above imaginary problem of two bodies having a weight or Mass of 100 each -- and presuming the distance (R) is 1 -- we would get:

$$F = \frac{100x100}{1^2=1} = \frac{10,000}{1} = 10,000.$$

$$F = \frac{MM}{R^2} = \frac{100x100}{2^2=4} = \frac{10,000}{4} = 2,500.$$

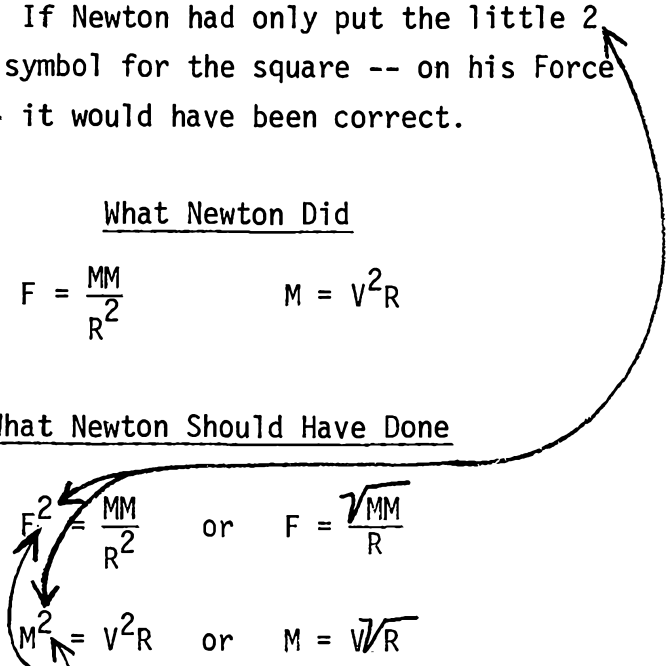
$$F = \frac{100x100}{10^2} = \frac{10,000}{100} = 100.$$

Corrected -- this equation should be:

$F^2 = \frac{MM}{R^2}$ -- and by basic algebra we can change this equation -- by taking the square root of both sides, or:

$\sqrt{F^2} = \frac{\sqrt{MM}}{\sqrt{R^2}}$ becomes $F = \frac{\sqrt{MM}}{R} = \frac{\sqrt{100x100}}{1} = \frac{\sqrt{10,000}}{1} = 100.$

See! If Newton had only put the little 2 -- or the symbol for the square -- on his Force formula -- it would have been correct.



What Newton Did

$F = \frac{MM}{R^2}$ $\qquad$ $M = V^2R$

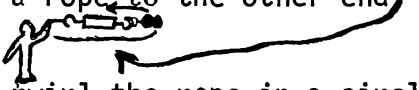
What Newton Should Have Done

$F^2 = \frac{MM}{R^2}$ or $F = \frac{\sqrt{MM}}{R}$

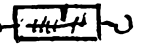
$M^2 = V^2R$ or $M = V\sqrt{R}$

According to legend -- the king promised his kingdom for a horse -- but poor Newton would have kept his laws -- if only he had used the little "2" in his equations.

If you attached a weight to our fishscale -- and then attached a rope to the other end of the fishscale



-- and then began to twirl the rope in a circle -- over your head -- at a certain speed



-- the fishscale would register the "force" that the weight is exerting on the fishscale and the rope. Just for example -- supposing the fishscale registers 5 pounds -- when it is twirled at a particular uniform speed.

Now if you double the circular speed of this rope and weight -- you will find that the "force" on the scale (and the rope) will register 4 ($=2^2$) times more -- or 20 pounds.

Let's take another example. An automobile is driven around a sharp turn at 20 miles an hour. Naturally the centrifugal -- or outward force --- will cause the car to lean outward --- if the roadway is not properly banked. Let's say that you figured that the car could stand 2 or 3 times more outward force before tipping over. So you figure that you can safely double the speed of the car -- or go 40 m.p.h. -- around this particular turn -- under the identical conditions. But -- to your utter surprise --- the car turns over --- as the outward (centrifugal) force increases 4 ($=2^2$) times --- just as

did the weight on the rope -- as mentioned above.

And if the speed is tripled --- whether it be the weight, or the car --- the outward force will increase 9 ($=3^2$) times. In other words -- the outward force will increase as to the square of the increase in speed. This is why we have so many car accidents -- on turns.

But in space --- the centrifugal or centripetal (inward) force is of no consequence --- as it (centrifugal force) cancels out completely. If you study Chapter 24 --- and then go back to page 15-6 -- you will be reminded of the example of the Earth "pushing" the Moon when it is at 3rd quarter -- or ahead of the Earth -- and the "pulling" it (Moon) when it is behind the Earth at 1st quarter.

Now -- if the speed of a machine that turns a flywheel, etc., is doubled -- it would only take twice the power -- to make it go twice as fast. But the centrifugal force on the flywheel would increase 4 ($=2^2$) times. This may cause the gears on the outer edge of the flywheel -- to "fly" or break off. But this centrifugal -- or outward -- force has no bearing on the energy required to increase its speed -- other than to possibly add more

friction. But -- there is no friction in space. If someone is just a moron -- he can easily understand this.

Unfortunately -- this type of logic is partly what caused Newton to make his terrible mistake. Again -- we must rush in to apologize for Newton. All of us have made far greater errors than the immortal Newton.

However -- there's one thing for sure. As long as we make mistakes -- we know for sure that we haven't passed into the beyond. But -- you and me can begin worrying -- when we've stopped making errors.

Comments

Date & Signature

Chapter 17

GALAXIES (GALACTIC) -- MILKY WAY

The present theory is -- that the entire "Solar System" is orbiting about another galaxy. ?But -- is this so?!

But first --- let us examine the meaning of "Galaxy." Galaxy derives from the Latin, French, and Greek --- meaning something akin to "milk." Hence -- the Milky Way -- of which the Solar System is considered a part thereof. See where other words also derive from the same root -- such as lactic acid (in milk) -- which comes from galactic, or galaxy ---- or lactify -- meaning to transform by lactic fermentations, etc., etc. It becomes much easier to learn the meaning of thousands of words -- if only one learns the meaning of the root words.

Newton's incorrect equations -- as discussed in the last 3 chapters -- unfortunately shows that the Sun has more force, or pull on the Moon -- than does the Earth. From this incorrect data -- you can easily see where the astronomers would have to rationalize -- or explain impossible logic -- as to why certain things happen. As a result -- they had to rationalize that the Earth and Moon were "twin" planets.

See ---- as a result of this irrational behavior --- we have irrational logic. As a result the satellites (moons) all became members of the "solar system." Instead --- the satellites, as Secondaries to their respective Primary, or planet -- are each separate and distinctive systems. That is -- one planet and its satellites. The planets -- in their dual capacity of being Primary to their separate "systems" -- also become Secondaries to their Primary, the Sun -- as members of another system.

And in turn -- the Sun also becomes a Secondary to a more massive Primary, the Super-Sun --- as discussed elsewhere. And this process of dual roles goes on and on.

Simple proof of this is the fact that the Mass (M) of the Primary -- determines the speed or velocity (V) that the Secondary will orbit -- depending on its distance (R) from the said Primary ($M=V\sqrt{R}$). And it doesn't matter whether the Sun is the Primary --- or the Earth, Mars, Jupiter, Saturn, etc.

So --- you can see that simple logic shows that the satellites are orbiting their particular planet --- while the planets are orbiting the Sun --- while the Sun and its sister suns (or planet suns) are orbiting the Super-Sun ---

and on and on --- until at the center of the universe -- is the most massive of all --- which we have elected to call "Merry-Mary."

"Merry-Mary" is the only Primary that does not become a Secondary. And there are several Secondaries that would act as colonels. Again these colonels become Primaries to many Secondaries -- that we can dub as majors. Logically -- then each major becomes a Primary to several Secondaries -- who could be considered captains.

We could imagine each captain as becoming a Primary to several lieutenants -- who in turn become Primaries to several sergeants. We could consider the Sun to be one of these sargeants -- or Secondaries to one of these lieutenants.

And then the Sun becomes a Primary to the corporals -- or planets, etc. In turn -- the planets become Primaries to the satellites -- who would be the Secondaries -- or privates.

?Can you see where it would be utterly impossible for the Solar system to be orbiting another galaxy? Yes -- the satellites orbit their respective Primary or planet -- whereas the planets orbit their Primary -- the Sun -- which in turn orbits its Primary, the Super-Sun. And on, and on, and on.

But the "Solar System" orbiting another galaxy. !Never!! In the forthcoming sequel --- this will be detailed further. Had Newton not made his classical error -- scientists would not have figured that the "Solar System" is orbiting a galaxy.

But -- the Sun is orbiting the Super-Sun!

Comments

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Chapter 18
SUMMARY OF AVERAGE DISTANCE vs ELLIPTICAL VELOCITY

In summary -- the velocity of a heavenly body is:

Velocity		Depends On
Average distance from Primary	=	Square root of this distance
While in elliptical orbit	=	Proportional to its average distance

In short -- the average velocity of the Secondary -- is "locked in" to the square root of its distance from the Primary -- whereas the speed while orbiting in an ellipse -- is "locked in" to its proportional distance -- from this same Primary.

In comparison -- the speed of any Secondary is based on the inverse square root of its distance (R) from the Primary. For example -- if the speed of the Earth -- in orbiting the Sun -- is arbitrarily given as 1 (instead of 30 kilometers) -- then the average speed of a planet 4 times farther (from the Sun) -- would be just ($1/\sqrt{R}=1/\sqrt{4}=$) ½ as much. And a planet 4 times closer -- it's velocity would be just ($\sqrt{4}=$) 2 times faster.

Comparing Oranges To Apples

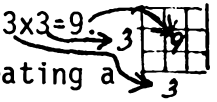
In a later sequel to this book -- we will

show mathematically why these two rules determine the velocity. A falling object -- on the other hand -- is not "locked in" to either of these two rules. It is a case of comparing oranges to apples. The oranges would be the orbiting bodies -- whereas, the apples would represent the falling bodies.

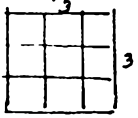
And -- as the oft-repeated remark goes -- you cannot compare oranges to apples -- and visa versa. When you read the chapter on the velocity of falling bodies -- you will be amazed at another great error. Our present accepted formulas -- show that as you drop an object from great heights -- say from the Moon vs twice that distance -- it would show that the object dropped from the Moon -- would theoretically be traveling faster -- than one dropped from twice as far. And the corrections.

Getting back to the spacecraft -- orbiting near the Earth's surface -- as discussed on page 15-10. We stated -- that if it traveled more than about 8 kilometers per second -- it would gradually leave the Earth -- and if it went less -- it would gradually fall Earthward. See! At this one -- ond only one -- correct speed -- it becomes "locked in" -- to the Earth's gravity.

Chapter 19
BEAUTY AND THE BEAST

Most people become frightened when they see numbers with a square symbol -- such as 3 squared -- and for simplicity is written 3^2 -- which merely means 3 times itself 2 times -- or 3x3=9. 

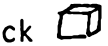
It is nothing more than creating a "square" in which the sides of this square are 3 and 3 -- as shown above. Then -- if we wish to get the square <u>root</u> -- which is the reverse, and is nothing more than the <u>length</u> of one side of a square. So the square root of 9 -- depicted by the scarry symbol that looks like a capital "V" -- with a small line $\sqrt{\ }$ -- and room for the number ($\sqrt{9}$).

So the square root -- or the length of one side of a square with 9 smaller squares inside -- is 3. 

It's absolutely amazing as to the antipathy that is aroused -- as soon as most people see any of these ~~frightening~~ beautiful symbols.

Years ago -- a person who had majored in college mathematics, asked -- ?Why do so many problems require the square ($3^2=9$) -- the square root ($\sqrt{9}$ or $9^{\frac{1}{2}}=3$) -- the cube ($3^3=3x3x3=27$) -- the cube root ($\sqrt[3]{27}$ or $27^{1/3}=3$) -- or to the

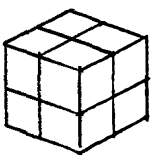
2/3 power $(27^{2/3}=(\sqrt[3]{27})^2=3^2=9$ -- etc., etc. Then I began wondering -- as I could not give him an honest answer. You wouldn't believe the time that it took -- to work out this "simple" answer. Here's why!

From the simple child's play block  -- there is much beauty. From understanding this simple block --- we can "unblock" many mathematical and mental blocks -- and understand more about the universe --- along with the previously discussed "clock law."

The block has 3 different "dimensions" -- and of course, dimensions means to "measure." In essence, then -- we have 3 different measurements -- or dimensions -- on this simple block --- (1) length, (2) area, and (3) volume.

Let's assume that we have a block  that measures 1x1x1 -- or 1^3. Then the (1) <u>length</u> of any one side would be 1. The (2) <u>area</u> of any one side would be 1x1, or 1^2 --- which naturally equals 1. And the (3) <u>volume</u> of the entire block would be 1x1x1 -- or 1^3 -- which equals just 1 simple block. Many people do not understand why 1^2, 1^3. 1^4, etc. always = 1.

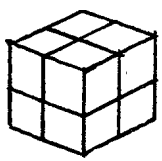
If, on the other hand -- we had 8 of these 1" blocks, and neatly stacked them into a cube. They could be in inches, feet, centimeters, meters, miles, or kilometers.



Presently -- we are not interested in the kind of units for measuring. But we could say that we now have 1 larger block -- 2x2x2, or 2^3.

This would mean -- that the 1st dimension -- or (1) length of 2 blocks -- is 2. The 2nd dimension would be the (2) area of any one side  -- or 2x2 -- or 2^2=4. Then -- naturally -- the 3rd dimension would be the (3) volume  -- or 2x2x2 -- or 2^3=8 -- or 8 blocks.

Below is a descriptive chart that shows 6 different ways to figure the various results. From this, you will quickly understand the mystery of the roots and powers.



Size of Block = 2x2x2 = 2^3

Dimension		
(1) length to area	=1st to 2nd	$2^{2/1} = 2^2 = 4$
(2) area to length	=2nd to 1st	$4^{1/2} = \sqrt{4} = 2$
(3) length to volume	=1st to 3rd	$2^{3/1} = 2^3 = 8$
(4) volume to length	=3rd to 1st	$8^{1/3} = \sqrt[3]{8} = 2$
(5) area to volume	=2nd to 3rd	$4^{3/2} = (\sqrt{4})^3 = 8$
(6) volume to area	=3rd to 2nd	$8^{2/3} = (\sqrt[3]{8})^2 = 4$

Notice that in Columns 1 and 2, 3 and 4, 5 and 6 -- the powers are reciprocals -- or reversed to each other. Then notice the arrows

-- pointing from the 3rd dimension, etc. ?Harmony?

Powers or Roots are not something mysterious. 8^3 simply means 8 multiplied by itself 3 times -- or 8x8x8. Or --- it could be called 8 cubed -- or 8 to the 3rd power. $8^{1/3}$ or $\sqrt[3]{8}$ -- could be stated as the cube root of 8 -- or the 3rd root of 8 -- or 2x2x2=8. Therefore -- 2 is the 3rd root, or the cube of 8. Or -- we could also say that 2 is the 1/3 power of 8.

Because of the semantics (meanings) -- and confusion of terms -- people often learn to dislike mathematics. Many textbooks get delight in using new words and terms -- to further confuse us.

Watch here -- because we're going to do something sneaky. If we take 8 to the 6/3 power ($8^{6/3}$) --- it could be solved in various ways. It could be done by $(\sqrt[3]{2})^6$, first getting the 6th power of 8 ---- or 8x8x8x8x8x8= 262,144. Then getting the cube root of the above number -- which is 64. As 64x64x64= 262,144. So -- 8 to the 6/3 power ($8^{6/3}$) is 64.

This problem could also be done in another manner ($8^{6/3}$). We could have gotten the cube root of 8 -- which is 2 ($8^{1/3}=2$). Then -- we could get the 6th power of 2 (2^6) --

or 2x2x2x2x2x2=64 --- again proving that $8^{6/3}$= 64.

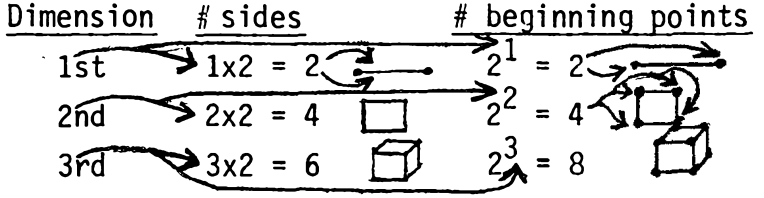
You may have noticed that this was done in a sneaky manner -- so that you may become aware that (8 to the 6/3 power=) $8^{6/3}$ also = (6/3=2/1) 8^{2}. Then 8^{2} also = 64.

See -- the universe has similarities of the 3rd dimension of the common block -- (1) length, (2) area, and (3) volume. And from this logic -- you can see where we would go to the various powers and roots --- and to the fractional parts of powers and roots --- such as to the 2/3 power ($8^{2/3}$=4) -- and the inverse of 2/3 -- or 3/2 power ($4^{3/2}$=8), etc. ?Isn't that interesting?

But there is much more beauty -- and harmony to this beast. Watch this!

The 1st dimension has 1 line with two beginning (or ending) points.

But let's summarize this into a visual chart.



(3 "sides" are visible -- whereas 3 more sides are hidden.)

Notice that the "sides" take different forms. From nothing (for 1st dimension) -- to

lines (for 2nd dimension) --- and to areas (for the 3rd dimension). And again -- notice the arrows. Even more harmony. A book, MATHEMAGIC FOR IDIOTS AND GENIUSES, written by this same author, details this further.

Comments

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Chapter 20

?365 YEARS FOR SUN TO ORBIT SUPER-SUN?

?Remember -- in Chapter 3 we discussed that the ancients theorized that the Earth was "wobbling" or "precessing" -- like a top  that spins -- to account for the yearly "backing up" -- of the Zodiac? To make matters worse -- they (ancients) theorized that the Earth was precessing (wobbling) in the opposite direction to its spin.

Of course -- any child who has closely observed the antics of a spinning top -- could quickly tell the "experts" -- that a top must wobble or precess in the same direction as the spinning. But -- for the ancients -- with far less knowledge of mechanics and astronomy -- it was a novel and logical solution -- to a perplexing problem of the day -- that is -- in the days of the ancients.

We all know the story of the resistance Columbus (1451-1506) received -- when he wanted to sail the ocean blue. And that was only 5 centuries ago -- a relatively short time -- geologically speaking. However, not everybody is familiar with the "fierce" resistance Copernicus (1473-1543) -- a young contemporary of Columbus -- received when he publicly gave his views -- and finally published his book -- just

before his death -- explaining that the Earth and planets orbit the Sun -- instead of the entire universe orbiting a stationary world.

It is doubtful if there were ever any new ideas to change the status quo --- that have been graciously accepted. You may be interested in an experiment that was performed a few years ago -- on some animals. They divided about 100 baby rats into 3 groups. For one group -- they left them to the peace and tranquility of their nests. The rest were taken from their nests -- and put into new and strange surroundings. Of these -- half were put into another group -- and subjected to regular mild electric shocks.

The scientists performing the tests -- predicted that those babies which were left to the peace and tranquility of their nests -- would turn out to have a normal and contented adult life -- and those groups that were put into new surroundings -- and those subjected to the mild electric shocks -- would turn out to be neurotic and unfriendly.

But guess what. Take those that were left to the peace and serenity of their nests. When they matured -- they were placed in strange surroundings. But to the surprise of all -- they become unfriendly -- and would retire to a quiet spot -- somewhat like a schizophrenic

-- and not show any interest in their new surroundings.

On the other hand -- those rats that had been disturbed -- and those that had received mild electric shocks while babies -- both became friendly -- and would investigate their surroundings -- when placed under strange or new surroundings -- after becoming adult rats.

?See what happens? Those babies that were never disturbed -- became accustomed to the peace and quiet of their "neighborhood" -- in which sleep, contentment, and tranquility -- and having their food brought to them --- as the normal way of life -- not having experienced anything different. Whereas --- the group that was placed in different surrounds --- and the group that were subjected to the mild shocks -- began to learn as babies -- that they must investigate their new environment -- to see where they are going. And they must discover where and when their food comes from.

In short, then -- those that had no problems or stress when younger -- could not cope with the stress and problems of life -- after becoming adults -- and consequently -- would become unfriendly, neurotics and schizophrenics. Schizo comes from the Greek -- meaning "to split" -- and consequently developing a split personality -- in which one loses contact

with the outside world.

Now -- see how quickly you can find the simple parable or comparison that can be made of the action of the adult rats -- that had been pampered as babies -- vs -- the scientists of today and yesterday. It has been unequivocably proven that Newton had erred in his formulas -- in that not one of the spacecraft flights react to Newton's formulas. Five years after the book, NEWTON'S LAWS ARE FULL OF FLAWS, was published -- there was not one scientists that would publicly acknowledge that Newton's formulas were not correct.

?See the parable? The scientists have been the pampered individuals that have become the prima donnas -- of the intellectual world. The status of their leader (Newton) -- and their "accepted and established" knowledge had been impugned (to assail as false). In addition -- their years of knowledge and their reputations were at stake -- and their (scientist's) heads were figuratively put under the chopping block.

Getting our thoughts back to the baby rats. Imagine when any of them were picked up for the first time -- and placed into strange surroundings. ?Would they not resist -- and fight back -- if it were physically possible? !Why -- certainly!

Then -- you or any other potential genius

can see where any one of us can revert to childhood -- when extreme stress suddenly occurs. Like a drowning person -- or someone caught in a burning building -- with no chance of escape.

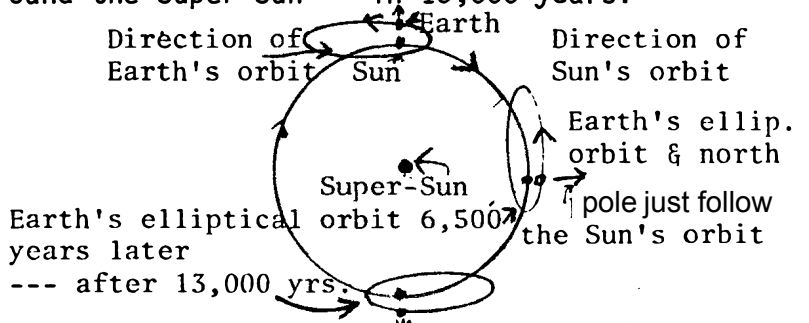
Assuming that any of us can revert to childhood -- when under extreme pressure -- then as a consequence -- the scientists rationalize that they can throw bricks -- literally or figuratively -- at their "impugner" -- or adversary -- who would have the audacity to criticize their idol -- even if he were wrong. And therefore, their "rationalization" becomes justified. But -- so goes most of us --- as we wander thru the stages of life.

As we mentioned --- the Earth is supposed to precess -- or wobble --- causing the Zodiac to back up a small amount each year. In fact -- it would take the Earth almost 26,000 years to complete one full turn of the north pole -- if this theory were correct. This means that the Earth's poles would rotate 1/26,000 each year --- or less than 1 minute per year. Note: There are 360^{o} (degrees) in a circle --- and 1^{o} (degree) is divided into 60' (minutes) -- and each minute has 60" (seconds). So -- there are (360x60x60=) 1,296,000 seconds in a circle.

But -- if this impossible theory is not

correct -- ?then what happens? The only solution is --- while the Earth goes counterclockwise around its Primary, the Sun ---- the Sun would have to go in a clockwise direction around its Primary, the Super-Sun. And if it took 26,000 years for the Sun to orbit the Super-Sun -- this would perfectly solve the problem.

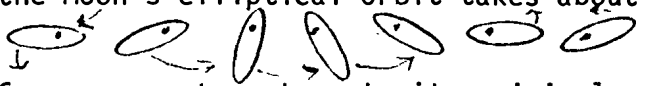
Let's demonstrate this below. As the Earth goes around the Sun --- and we'll assume that the Sun goes clockwise around the Super-Sun --- the Earth's north pole and the ecliptic (Earth's orbit) -- will follow the Sun. So --- as not to make it complicated -- we will show the Earth's orbit for about every 6,500 years --- finishing when the Sun has completed about ½ its orbit around the Super-Sun -- in 13,000 years.



See! In 13,000 years -- or when the Sun has completed one-half its theoretical journey around the Sun -- the north pole would point in just the opposite direction -- or 180° from its present pointing. This system would theoretically work.

But -- the title to this very chapter -- "?365 Years For The Sun To Orbit The Super-Sun?" ?How can we account for this?

Astronomers know that the Moon's elliptical orbit is rotating. A complete rotation of the Moon's elliptical orbit takes about



18.6 years --- to return to its original position. If this phenomena happens to the Moon's orbit -- then -- the same thing must also happen to the ecliptic -- or Earth's elliptical orbit -- around the Sun. But at a much slower rate.

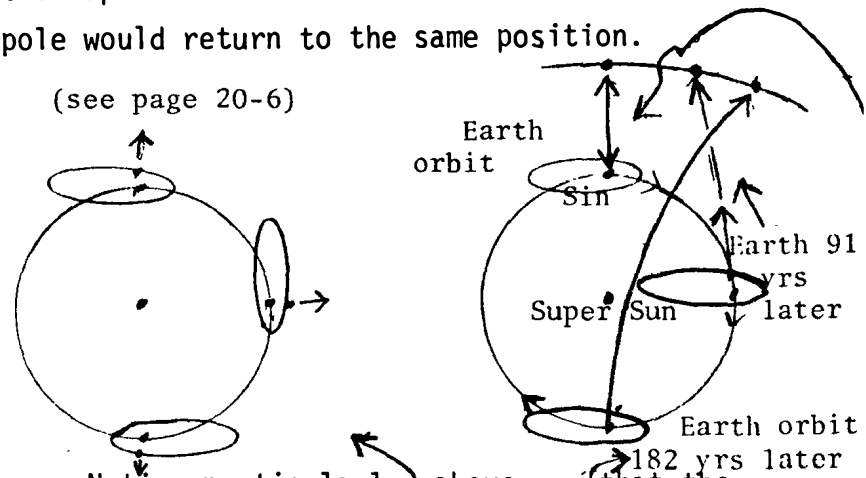
So -- in order for the Sun to orbit the Super-Sun in a clockwise direction -- the Earth's ellipse would have to rotate in the opposite direction -- or counterclockwise. (Or -- visa versa.)

Then we can arbitrarily assume that it does take the Sun 365 years to orbit the Super-Sun -- as demonstrated below. But -- we will repeat the diagram on the left side, below (shown on page 20-6) --- so that you can make a clear comparison -- without turning the pages.

On the right side -- below -- it shows the ecliptic orbiting at slightly slower than the Sun is orbiting the Super-Sun. In this way -- the Sun would have to make several orbits around

the Super-Sun --- before the Earth's north pole would return to the same position.

(see page 20-6)



Notice particularly, above --- that the repeat diagram on the left -- takes 26,000 years to make 1 orbit -- while the Earth's ellipse (ecliptic) and north pole just follows the Sun. Whereas -- on the right side diagram --- the Sun only requires about 365 years to orbit the Super-Sun -- or about 182 years for a half orbit. But here -- the ecliptic (Earth's ellipse) is rotating in the opposite direction (counterclockwise) to the Sun's clockwise orbit.

See what happens. On the diagram on the right side -- the ecliptic has just turned enough -- so that the Earth's north pole rotates just enough -- so that it only points slightly to the right of its starting point -- directly on the top. As the Earth's north pole points to the west -- a viewer on Earth would get the illusion that the Zodiac had moved easterly.

Now -- if you will refer back to chapter 12, you will see where we developed the logic to assume that it takes the Sun 365 years to orbit its Primary. We have also done much more research -- which is beyond the scope of this book --- and will be discussed in the oft-mentioned sequel.

Comments

Date & Signature

Chapter 21

?SATURATION AND SPACING CONSTANT?

?Is it possible that there may be a universal saturation and/or spacing constant? Or -- is this a mere coincidence?

By using the corrected Masses (M) -- and the corrected Force (F) formula -- and using the distance (R) in A.U.'s (astronomical units -- the distance from Earth to Sun) -- or fractional parts thereof -- instead of calling it the "Force" (F) -- we can arbitrarily call it -- astronomical force units -- or A.F.U. This term (A.F.U.) was first used by this author about five years ago -- in the book, NEWTON'S LAWS ARE FULL OF FLAWS. In this way, we have a uniform method of figuring the forces between any two heavenly bodies.

⊛ The corrected Force (F) formula is:

$$F \text{ or } A.F.U. = \sqrt{\frac{M_1 \times M_2}{R \text{ (in A.U.'s)}}}.$$

F = the Force.
A.U. = 149,600,000 kilometers.
A.F.U. = the astronomical force units, the same as F - if we use A.U. (astronomical units) for distance (R).
M_1 = the Mass of 1 of the bodies.
M_2 = the Mass of the 2nd body.
M_E = the Mass of Earth.
M_M = the Mass of Moon -- .11.
R = the distance in astronomical units, or parts thereof.
R_M = distance to Moon = 384,410 kms
R = to Moon in AU's=384,410/149,600,000

$$= \frac{1}{389.16781}.$$

$$F \text{ or } AFU's = \frac{\sqrt{M_E \times M_M} = 1x.11 = .11 = .331}{384{,}410/149{,}600{,}000 = 1/389.16781} =$$

$$= .331 \times 389.16781 = 129 \text{ AFU's.}$$

From above -- you can see that there are 129 A.F.U.'s (astronomical force units) between the Earth and Moon. Without figuring any further --- any logical person would think that there would be many more A.F.U.'s between the Sun and its Secondaries (planets, etc.). However --- you are not in for a mild shock --- you are in for the greatest shock of your life --- when you find that the total A.F.U.'s -- between the Sun and planets is less -- or only about 125.37 --- as shown below.

$$F = \frac{\sqrt{\text{Sun x Planet}}}{\text{R in A.U.}}$$

	Mass Sun	Mass Planet		R in AU's	AFU's Astronomical Force Units
AFU =	574.25x	.2345	(Mercury)/	.3871=	29.97773
=	574.25x	.9	(Venus) /	.7233=	31.43064
=	574.25x	1	(Earth) /	1 =	23.96351
=	574.25x	.325	(Mars) /	1.5237=	8.97552
=	574.25x	17.67	(Jupiter)/	5.2028=	19.36117
=	574.25x	9.68	(Saturn) /	9.5388=	7.81617
=	574.25x	3.8	(Uranus) /	19.1820=	2.43527
=	574.25x	4.137	(Neptune)/	30.0577=	1.62157
=	574.25x	.1(?)	(Pluto) /	39.5177=	.019175
Total A.F.U.'s					125.37333

But now -- if we calculate the A.F.U.'s between the Sun and the astroids (very small planets) and comets -- the total would probably

come to 129. For example -- if we take the largest astroid, Ceres -- at an average distance of 2.77 A.U.'s -- and then estimate its Mass (M), as follows: .01, .001, .0001, and .00001 -- the A.F.U.'s would amount to .87, .27, .087, and .027 respectively. So -- you can see that it doesn't make a terrible amount of difference --- as to estimating the masses of the miniscule astroids, or comets.

Then you can see that the other hundreds of astroids and comets -- with lesser masses (than Ceres) and a greater distance -- would each add a miniscule amount of A.F.U.'s -- so that the total -- would very likely hit the 129 A.F.U.'s.

Remember -- we are only experimenting -- to see if this 129 A.F.U. is a possible Saturation and Spacing Constant for the entire universe -- ?or is it merely a coincidence? As Mars has only 2 tiny satellites -- called Phobos and Deimos -- let's see how they would check out.

Mars Mass = .3257.
Phobos (M1) est. Mass=.000153
R from Mars = 1/15,948.8 A.U.
Deimos (M2) est. Mass=.0000205
R from Mars = 1/6,365.96 A.U.

This would put the densities of these satellites rather high -- but the evidence

seems to indicate that they actually do have very high densities. This would give us the following:

	R in kms. From Mars	Estimated Mass	A.F.U.
M_P (Phobos)	9,380	.000153	112.6
M_D (Deimos)	23,500	.0000205	16.4
Total A.F.U.			129.0

This obviously concurs with our 129 A.F.U. for the Earth and Moon. If we were now to take the planet Saturn -- whose Mass (M) is 9.7 -- and then list the 10 discovered satellites -- designated by the symbols S1, S2, S3, etc. -- according to their respective sequential positions from Saturn -- and approximate their masses -- roughly according to their volumes -- we get the following:

Saturn's Satellites	R in kms. From Saturn	Estimated Mass x 10^{-6}	A.F.U.
S1	157,500	4.6	6.34
S2	185,700	15.1	9.74
S3	238,200	23.2	9.42
S4	294,500	185.3	21.54
S5	377,700	235.7	18.94
S6	527,500	362.0	16.81
S7	1,221,000	11,862.1	41.56
S8	1,484,300	6.9	.82
S9	3,563,000	185.3	1.78
S10	12,145,500	2.9	.06
			127.01

This agrees rather closely with our 129.

If you wish to check the above calculations -- don't forget that the Masses (M) are multiplied -- and the square root of the product ($\sqrt{MxM}$) must be figured. The radical signs ($\sqrt{}$ or $x^{1/2}$) are not shown on the above. We had also figured the A.F.U. for Jupiter -- and also "guesstimated" the Masses (M) of its satellites -- and it came close to our estimated 129.

It is possible that there could be one or more undiscovered satellites for Uranus --- and especially for Neptune. Ahead is a comparative chart for the giant 4 outer planets -- which indicates that there may be an undiscovered satellite -- or satellites -- at a great distance.

?Do Ratios Prove Anything?

For Uranus -- the total A.F.U.'s was quite a lot lower --- indicating that there could also be one or more undiscovered Secondaries. Especially -- if we can have any faith in the chart below -- in which we take the ratio of the distance of the most distant satellite of each of these 4 largest planets. For example: the ratio of the furthest satellite of Neptune to Jupiter's --- is (23,700,000 kms.÷5,500,000 kms.=) 4.3. Also -- the ratio between the Masses (M) of these

same planets is nearly the same -- or (17.67÷ 4.137=) 4.27. See -- 4.27 to 4.3.

On the other hand -- the ratio of Uranus' farthest satellite is way, way off -- and should be over 5 million kilometers -- instead of only 586,000 kilometers -- as shown below -- if there is any credence to this comparative chart.

Planet	Planet's Mass	Ratio to Juptr's Mass	Distant Satellite	Distance of Furthest Satellite in kilometers
Jupiter	17.67			23,700,000
Saturn	9.7	1.82	1.83	12,945,500
Neptune	4.137	4.27	4.3	5,500,000
Uranus	3.8	4.65	40.44	586,000

You may question as to why we do not put the Earth and Mars into the above chart. This is an intelligent question -- and therefore deserves an (attempted) intelligent answer. For one thing -- Earth and Mars are different types of planets -- and far more dense. More detail will be given -- in the oft-mentioned sequel to this book.

Spacing And Saturation Constant

An interesting thing. If this number of 129 A.F.U.'s can be proven as a constant -- we can call it a "spacing and saturation constant."

If we use the logic that Mars' 2 miniscule satellites are very close to Mars -- in order to use up its saturation point ---- and are so spaced -- according to their Mass --- so that the spacing constant is used up.

If this possible theory is correct ---- and if Mars' satellites were more massive --- they would then be forced to a further distance -- in order to maintain the mentioned constant. This is also discussed at length in the coming sequel.

If the Moon were less massive -- it would orbit closer to the Earth --- and if it were more massive -- it would be pushed outward.

Whether the above-mentioned "space and Saturation constant" proves to be a dud -- or correct -- we have evidence that the Moon is mathematically located -- which will be shown -- later.

If you have read to here -- you must feel like a mental giant.

Comments

Date & Signature

EQUAL GRAVITY

Supposing you have $9 -- and I have only $1. Then you have 9 times more than me -- or I have 1/9 as much as you. No question about this. Then -- supposing we pool our money -- and buy a 100 ft. roll of silk ribbon. You apply your $9 --- and I use my $1 to purchase this said ribbon. Later we decide to divide - according to our interest thereto.

I may think that my interest is 1/9 - as I put up $1 --- and therefor would be entitled to 1/9 - or (100 x 1/9 =) 11 1/9 feet , or 11 1/9 % of the ribbon. Then --- your share would be the balance, or 88 8/9 %, or feet of the said ribbon. ?Would this be correct? This is an apparent simple -- but yet tricky problem.

As tha total price was $10 --- and as I only put up my $1 --- whereas you had paid $9 ---- therefore my share would actually only be 1/10, instead of 1/9 --- and your share would be 9/10, instead.

In other words -- we would be dividing our interest according to the "STRENGTH" of our financial investment. If you were 9 times "stronger" than me -- and 9 times "heavier" and "massive" ---- and as a consequence, you are able to do 9 times more work than me ---- you would be entitled to 9/10 of the total pay -- if we were to jointly do a job. Theoretically, at least.

From this we can set up a simple percentage formula:

My share = 1 / 1 + 9 = 1/10 = 10%

Your share = 9 / 1 + 9 = 9/10 = 90%

Using the above percentage formula -- we should be able to determine the point in space --- where the gravity is equal between the Earth and Moon --- Just as if we were dividing the 100 feet of ribbon - as in the above problem. According to Newtonian mathematics -- the Earth is about 83 times heavier, or more massive, or "stronger", than the Moon. If the Earth's mass (M) is "1" --- this would make the Moon's proportionate mass (M) about (1/83 =) .012.

Earth's mass (M) = 1; Moon's mass (M) = .012.

.012/.012 + 1 = .012/1.012 = .0118577 or 1.18577%.

This then -- indicates that the Moon's gravity should theoretically extend 1.18577% of the total distance between these 2 bodies. As the distance varies from about 350,000 to 400,000 kilometers (about 221 to 253,000 miles) --- we can calculate it at 375,000.

.0118577 x 375,000 (kms.) = 4,446.6 kms.

This indicates that the point of equal gravity extends to less than 3 times the Moon's radius. This is obviously incorrect. Presently -- and only presently -- this indicates that the percentage formula will not work for figuring the distances of equal gravity (gravisphere).

Temporarily, we will revert to Newton's long accepted "force" (F) formula -- which can give us the answer --- according to Newtonian mathematics.

Newton's Force (F) Formula

F = force; M = mass; R = distance

$$F = \frac{M(\text{moon}) \times M(\text{earth})}{\text{distance}^2 = R^2} = \frac{MM}{R^2}$$

From this above formula -- by logic --- we can make 2 separate formulas. One for the Moon --- and the other for the Earth. Then by a long process of trial and error --- when we get the same forces for each -- this will be the distance of equal gravity. And -- we will do the horrendous task of calculating this for 3 different distances: 350,000 kms., 375,000 kms., and 400,000 kms.

$$F(\text{moon}) = \frac{M(\text{moon}) = .012}{R^2 = 34{,}555.22^2} = 1.00497 \times 10^{-11}$$

$$F(\text{earth}) = \frac{M(\text{earth}) = 1}{R^2 = 315{,}444.78^2} = 1.00497 \times 10^{-11}$$

at 375,000 kms.

$$F(\text{moon}) = \frac{M(\text{moon}) = .012}{R^2 = 37{,}023.45^2} = .87544 \times 10^{-11}$$

$$F(\text{earth} = \frac{M(\text{earth}) = 1}{R^2 = 337{,}976.55^2} = .87544 \times 10^{-11}$$

at 400,000 kms.

$$F(\text{moon}) = \frac{M(\text{moon}) = .012}{R^2 = 39{,}491.68^2} = .76943 \times 10^{-11}$$

$$F(\text{earth}) = \frac{M(\text{earth}) = 1}{R^2 = 360{,}508.32^2} * .76943 \times 10^{-11}$$

Even with a calculater -- it takes an awful lot of time before you arrive at the correct distances -- where the forces become equal -- as shown in the next paragraph above, on the previous page. There must be an easier method than trial and error - to find this point of equal force. And then -- we should be able to use the percentage formula -- as described at the very beginning of this chapter. There are very, very few problems that cannot be solved with this said "simple" percentage formula.

And --- it can be done --- in a very simple manner -- by using this percentage formula. But --- it will literally change the weight of the world, and turn Newton's classical force (F) formula topsy-turvey.

Watch this closely: 9 = 9 because each side of the equal is equal (equation). Most people -- unless they have had a basic course in algebra are not aware - that you can add, subtract, multiply, divide, square, or get the square root of any equation --- as long as you do the same process to each side of the equation, or equal sign.

For example: if we multiply each side by 2 --- 2 x 9 = 2 x 9 ---- or square each side -- then -- $9^2 = 9^2$ or 81 = 81. If we take the square root -- it becomes --- $\sqrt{9} = \sqrt{9}$, or 3 = 3. Very simple and logical.

Now --- if we go back to Newton's force (F) formula shown on the previous page --- F(moon) = M(moon) / R^2 --- and take the square root of both sides of the equation, we get --- $\sqrt{F(moon)} = M(moon) / R^2$. Then -- by making it more simple -- we get -- $\sqrt{F} = \sqrt{M} / R$.

Notice that the square root of R squared (VR^2) --- becomes just "R" -- in the above equation. And that we used just one square root (or "radical") sign -- for the entire equation. However, we could have used seperate square root signs -- for each separate part of any equation.

On the right side of the equation we have:

$$\sqrt{M} / R$$

If we analyze this --- we now take the square root of the masses (M) - whether it be the Moon, Earth, or whatever.

Remember -- on the bottom of page 22-2 -- we remarked that - temporarily, etc. Now --- we will rivert back to our simple percentage formula, shown on page 22-1 --- but we'll give the square root of the masses (M). Of course -- it makes no difference with the Earth's M -- as $\sqrt{1} = 1$.

$$\text{Moon's \%} \quad \frac{\sqrt{.012}}{\sqrt{.012} + \sqrt{1}} = \frac{.11}{1.11} = .0987292 \text{ or } 9.87292\%$$

$$\text{Earth's \%} \quad \frac{\sqrt{1}}{\sqrt{1} + \sqrt{.012}} = \frac{1}{!.11} = .9012708 \text{ or } 90+\%$$

If we now multiply these ratios, or percentages, by the 3 different distances (between Moon and Earth) as shown on page 22-3 -- we get the following answers:

350,000 x .0987292 = 34,555.22
375,000 x " = 37,023.45
400,000 x " = 39,491.68

Distance from Earth of equal gravity:

350,000 x .9012708 = 315,444.78
375,000 x " = 337,976.55
400,000 x " = 360,508.32

You will notice that all 6 (3 for Moon, 3 for Earth) perfectly agree with the trial and error method -- as shown on page 22-3.

?What does all this mean? It positively means that we must use the square root of the masses ($\sqrt{M}$) of all heavenly bodies. If you will now go back to page 16-3 --- you will see why this is necessary -- without fruther discussion.

?Then -- what about our (Newton's) above formulas?

Newton's force (F) formula: $F = MxM/R^2$

Then --- by taking the square root of both sides -- it becomes: $\sqrt{F} = \sqrt{MxM}/R$

And the formula for equal force between the Earth & Moon is: F(for either Moon or Earth)= M/R^2

then - by taking the square root of both sides --- it becomes: $\sqrt{F} = \sqrt{M}/R$

But in each of the above cases -- we have the square root of the force ($\sqrt{F}$). This would mean that we would be forced to get the square of the answer. Example: $\sqrt{F} = 100$, then $F = 100^2 = 10{,}000$. See! This is quite obviously wrong.

Instead -- Newton's force (F) formula should have been $F^2 = M \times M / R^2$. Then --- by taking the square root of both sides it becomes: $\sqrt{F^2} = MxM/R^2$, or $F = \sqrt{MxM}/R$, as also shown on page 16-7.

A spacecraft gets into the Moon's gravity at about 100,000 kilometers (60,000 miles) instead of only about 37,000 kilometers (24,000 miles) ---- as shown on the above calculations. This pretty certainly indicates that the Moon's mass (M) must be greater - than Newton's .012. And yes it is.

In fact it is the square root, or $\sqrt{.012} = .11$. In other words, it is about 9 times heavier than presently believed (9 x .012 = .11). If you will again refer back to page 16-7 -- you will see why. Of course -- as the Earth's mass (M) is unity, or "1" --- its comparative mass does not change, as $\sqrt{1} = 1$. Now --- as above --- we can again use the Percentage formula -- to calculate the distance of the Moon's gravity. It is not necessary to calculate the distance of the Earth's gravity -- as it will be the difference - between these two.

$$\text{Moon's gravity} = \frac{\sqrt{Mm}}{\sqrt{Mm} + \sqrt{Me}} = \frac{\sqrt{.11}}{\sqrt{.11} + \sqrt{1}} = .2486851.$$

375,000 kms. x .2485851 = 93,219.4 kms.

Now --- by taking the correct masses -- which will be the square root of the present masses (M) -- and using this same percentage formula -- you can easily calculate the percentage of the distance of Mars vs Sun, Jupiter vs Sun, Earth vs Sun, etc. Don't forget --- the corrected masses are the square root of the accepted --- and then you must again take the square root for the percentage formulas.

SUMMARY

Altho we had discussed Newton's oversights in chapters 14, 15, and 15 — we overlooked the fact that we had not mentioned figuring the point of equal gravity. From this — you — or any other genius — can quickly see that we must use the square root of the masses. At first -- it seems odd that we should use the square root of the masses — but if you refer back to page 16-3 — you will see the logic thereto.

Several times herein — we had mentioned that we propose to write a sequel to this book — which will be written for the person who has already read this book — and for the scientists and astronomer.

But — we haven't too much hope for the preset scientist — as he refuses to waver or bend from the theories he learned while going thru college. ?But — can you blame him? If you learned how to drive a car 5, 10, 20, or 40 years ago — ?would you listen to a young whippersnapper -- suddenly starting to instuct you - on how to drive?

As has happened thruout history — we'll have to wait for the younger generation - and the older non-professionals to take over the science field. But -- God bless these arrogant professional and professors, anyway.

Chapter 23
SATELLITES

Ahead is a chart that lists the various discovered "charted" satellites. Two recently discovered satellites of Jupiter are not shown. Notice -- that for simplicity -- a simple code is used -- whereby the initial of the particular planet is used -- followed by the number -- starting sequentially -- from the closest to the farthest. If any new discoveries are made -- the number of its (new discovery's) sequential position would still be used. This would possibly require the changing of some of the other numbers -- especially if any new discoveries were located in between others -- already coded. This would insure unity -- as to their relative position.

If you take the time to closely analyze the inner satellite of each planet --- you will observe that they are more apt to follow the equator -- and orbit in a more circular orbit, as indicated by the "Orbital Eccentricity" -- which is the elongation of the orbit. We would like to have included the "angle of inclination" --- or the angle that the satellites cross the equator of their respective planet. Unfortunately, they are usually given in the angle of the "Ecliptic" -- or the angle

of the Earth's orbit around the Sun's equator. ?For what?

The outer satellites are often "forced" -- or pushed away from the Primary's equator --- by the action of the other satellites. You can find hours of fascination -- in trying to solve the mysteries of space. It is all there -- just waiting for you to look.

Comments

Date & Signature

r = reverse direction.

CODE	SATELLITE	MEAN DISTANCE FROM PLANET (KILOMETER)	SIDEREAL PERIOD (DAYS)	ORBITAL ECCEN-TRICITY	DIAMETER OF SATELLITE (KILOMETER)
	EARTH				
E-1	Moon	384,405	27.322	0.055	3476
	MARS				
M-1	Phobos	9,380	0.319	0.021	16
M-2	Deimos	32,500	1.262	0.003	8
	JUPITER				
J-1	V	180,500	0.498	0.003	160
J-2	I Io	421,800	1.769	0.000	3240
J-3	II Europa	671,400	3.551	0.000	2830
J-4	III Ganymede	1,070,000	7.155	0.002	4900
J-5	IV Callisto	1,884,000	16.689	0.008	4570
J-6	VI	11,470,000	250.57	0.158	120
J-7	VII	11,800,000	260.10	0.207	40
J-8	X	11,850,000	263.55	0.130	20
J-9	XII	21,200,000	617.0 r	0.169	20
J-10	XI	22,600,000	692.5 r	0.207	24
J-11	VIII	23,500,000	735.0 r	0.378	40
J-12	IX	23,700,000	758.0 r	0.275	22
	SATURN				
S-1	Janus	157,500	0.749	0.000	350
S-2	Mimas	185,700	0.942	0.020	520
S-3	Enceladus	238,200	1.370	0.004	600
S-4	Tethys	294,500	1.888	0.000	1200
S-5	Dione	377,700	2.737	0.002	1300
S-6	Rhea	527,500	4.518	0.001	1500
S-7	Titan	1,221,000	15.945	0.020	4800
S-8	Hyperion	1,484,300	21.277	0.104	400
S-9	Iapetus	3,563,000	79.331	0.028	1200
S-10	Phoebe	12,945,500	550.45 r	0.163	300
	URANUS				
U-1	Miranda	130,000	1.414 r	0.000	
U-2	Ariel	191,700	2.520 r	0.003	600
U-3	Umbriel	267,000	4.144 r	0.004	400
U-4	Titania	438,000	8.700 r	0.002	1000
U-5	Oberon	586,600	13.463 r	0.001	800
	NEPTUNE				
N-1	Triton	353,400	5.877 r	0.000	4000
N-2	Nereid	5,560,000	359.400	0.749	320

Chapter 24

BEAUTIFUL AND UNBELIEVABLE RHYTHMS OF GRAVITY

Say that you are in your car --- waiting for the traffic light to change. When the green light appears -- you immediately begin to "accelerate" the car -- at a gradual and uniform rate. Then -- at the end of one second -- the car's speedometer correctly registers 22 miles per hour -- which is 32.2 feet per second.

You continue with this exacting gradual increase or acceleration -- so that by the end of the next (2nd) second -- the speed has doubled --- that is --- it has increased from 22 to 44 m.p.h. At the end of the 3rd second -- the speed has tripled -- or to 66 m.p.h. And this same trend of increase goes on, and on --

Table 24-1

At end of second #	Final speed or acceleration mph	ft./sec.
1	22	32.2
2	44	64.4
3	66	96.6
4	88	128.8
5	110	161.0
10	220	322.0
20	440	644.0
40	880	1288.0

From this knowledge -- we can deduce that the car's "rate of acceleration" is 22 miles per hour -- or 32.2 feet per second. Or --- we could also say that its acceleration is 22 miles per hour/per second --- meaning that it gains 22 miles per hour -- for every second. Or we could also say that its acceleration is 32.2 feet per second/per second. That is -- it gains 32.2 feet for each and every second. Or, it's rate of acceleration is 32.2', or 982 cms. per sec.

Time And Speed Both Double

Now notice that the speed has doubled -- whenever the time is doubled. As from the 1st to the 2nd second. Or from 2 to 4, 5 to 10, 10 to 20, etc. And the speed has tripled -- when the time has tripled --- from 1 to 3, 2 to 6, 5 to 15 seconds, etc.

The question now arises -- as to how far the car has actually traveled by the end of the 1st second. It certainly did not travel 22 miles for only 1 second. And as there are 60 seconds in 1 minute -- and 60 minutes in 1 hour -- this makes (60x60=) 3,600 seconds in 1 hour -- or the car has traveled for 1/3,600 of an hour. As the car started out with absolutely no speed -- that is, from a dead start, finally going 22 m.p.h.

at the end of the 1st second --- we must figure the average speed. The average speed would certainly not be the zero starting speed -- or the speed of 22 m.p.h. at the end of this 1st second. But --- the average would be half way between 0 and 22 ---- or $\frac{0+22}{2}$ = 11 m.p.h.

As the car had an average speed of 11 m.p.h. -- for 1 second -- for 1/3,600 of an hour --- then it has traveled 1/3600x11=11/3600, or about .003 (3 thousandths) of a mile. As there are 5,280 feet in a mile -- this means that the car has traveled (.003x5280=) 16.1 feet -- or 491 centimeters (cm) in this 1st second.

And the average speed is always ½ of the total speed -- or acceleration -- at the end of each second --- as long as the car's speed is uniformly increased -- or accelerated -- as shown:

Table 24-2

Seconds	Total speed at end of each second		Average Speed		
	mph	ft./sec.	mph	ft./sec.	cms.
1	22	32.2	11 =	16.1	491
2	44	64.4	22 =	32.2	982
3	66	96.6	33 =	48.3	1473
4	88	128.8	44 =	64.4	1964

Average Speed Is Just ½

Now -- very, very important! The average speed of 16.1 feet for the 1st second is just for 1 second -- but the average speed for the 2nd

second -- is 32.2 feet -- or twice as much -- and it is also for twice as long -- or for 2 full seconds -- and the average for the 3rd second is 48.3 feet -- or 3 times as much -- for 3 seconds, etc. This accounts for the rapid build-up -- in the total distance traveled -- as shown on the table below.

Table 24-3

Average speed in ft. per sec.	x	# sec.	=	Total dist. traveled Ft.		Cms.
16.1	x	1	=	16.1	=	491
32.2	x	2	=	64.4	=	1,964
48.3	x	3	=	144.9	=	4,419
64.4	x	4	=	257.6	=	7,856
80.5	x	5	=	402.5	=	12,275

If you notice on the above table -- when the time is doubled, the distance traveled becomes 4 ($=2^2$) times greater -- as from 1 to 2 seconds the distance traveled -- increases from 16.1 to (4x16.1=) 64.4 feet. And from 2 to 4 seconds, 4 to 8 seconds, etc. And if the time is tripled -- as from 1 to 3, 2 to 6, 3 to 9, etc. -- the distance increases by 9 ($=3^2$) times, etc.

So -- from this knowledge, we can shorten the above procedure -- by merely squaring the number of seconds (t^2) -- and multiplying by the average speed for the 1st second --- as shown at the top of the next page.

Table 24-4

Col. #1	#2	#3			#4		#5
Time (t) in sec.	t^2	Ave. speed 1st second			Total dist. traveled Ft.		Cms.
1	1^2	x	16.1	=	16.1	=	491
2	2^2	x	16.1	=	64.4	=	1,964
3	3^2	x	16.1	=	144.9	=	4,419
4	4^2	x	16.1	=	257.6	=	7,856
5	5^2	x	16.1	=	402.5	=	12,275

Now -- notice that the total distance traveled under Col. #4 or #5 -- in the above table 24-4 -- exactly agrees with the results -- as shown on table 24-3 -- a few paragraphs back.

This shows then --- that if we multiply the average speed -- for the FIRST second --- by the time in seconds squared -- or t^2 ----- this will give us the total distance traveled in that particular time. Remember -- the average speed is -- one-half of the constant rate of acceleration. And -- the rate of acceleration -- or acceleration -- for the above-mentioned car -- is 32.2 feet, or 982 cms. for each and every second -- or per second/per second. This is the same as saying that the acceleration is 982 cms. per second.

So -- from this -- we can make a formula:

Distance traveled (R) = ½ acceleration x time squared, or

$$R = \tfrac{1}{2}At^2$$ (formula 24-1 "accepted")

And the final speed of the automobile would simply be:
the acceleration (A=982 cms) x time in secs.

or

$A_f = At$ (formula 24-2, "accepted")

Car's Speed Compares To Gravity

Some of you readers may have suspected that we arranged the car's acceleration so that it coincides with the falling speed due to gravity. And -- that is exactly what happens. A falling body --- near the Earth's surface -- would fall at the same rate as the car's acceleration. In other words -- the falling body would have attained a speed of 982 cms. (32.2') by the end of the first second -- and continue to gain -- or accelerate at that same rate -- as long as it is near the Earth's surface. So the above figures for the car -- are appropriate to falling.

As Distance From Center Increases (A) Is Less

As the distance from the center of the Earth increases -- the rate of acceleration becomes less and less. In fact, if the distance from the center of the Earth is doubled -- the rate of acceleration would reduce by 4 ($=2^2$) times --- or it would reduce from 982 cms.

(32.2 feet) -- to 1/4 as much --- or to a mere 245.5 cms. per second/per second.

The "Magic" Number Of Gravity

Gravity has the most unbelievable number -- as you will soon see. This heretofore unknown number is 398,591±. It brings to light -- for the first time -- many hidden secrets to Gravity, the Earth, the Moon, and the universe ---- again -- as you will soon see.

In essence -- this is the speed and/or intensity of gravity -- at the Earth's center -- or centerline (℄). Unfortunately, the present belief is that the force of gravity reduces as to the square of the distance (R^2). Instead --- gravity decreases in proportion to the distance (R). That is -- if the distance (R) is increased 2 times -- or doubled --- the force of gravity reduces by only 1/2 --- instead of 1/4 (= $1/2^2$) -- as presently believed.

In the magazine, SCIENCE NEWS -- in the April 17, 1976 issue, on page 244 -- is an article -- "Complicating The Law Of Gravity" -- in which it "admits" that gravity does not adhere to Newton's inverse square law --- because tests have indicated that it is more proportional -- and more complicated. Naturally -- scientists would have to "admit" that it is more complicated --- when the simplicity of the matter

determines that it is too simple. Especially --- if it is so simple that the man in the street may be able to understand it.

Rhythms of Gravity Beyond Comprehension

If man could have only invented the beautiful -- and simple rhythms of gravity -- he would be a God. "But only God can make a tree."

As a starter. To find the rate of acceleration (A) from any distance (R) from the Earth's center (℄) --- just divide our "magic" gravity number (398,591) -- by the square of the distance (R^2). So -- from this we will make the very simple formula -- shown below.

Formula 24-3 (new) for acceleration (A)

$$A = \frac{398,591}{R^2}$$

And then to prove it -- we'll choose six different distances from the Earth's center (℄).

(1) at Earth's center
(2) at 73.574 kms. from ℄
(3) at 5,416.08 kms. from ℄
(4) at average distance, 6,371, to Earth's surface
(5) at Moon's average distance, 384,410 kms.
(6) at 398,591 kms. from ℄

Shortly, you will see why we chose these particular distances.

Calculating The Accelerations (A)

Below is a table of the calculation of the speed of acceleration (A) for the distances shown at the bottom of the previous page. If you have a calculator -- it may be worth your time -- to see how easy it is to make your own calculations. Don't forget -- that this was reserved for the physicist, astronomer, etc. --- and you will be treading on sacred ground.

Table 24-5 (Acceleration)

#	Magic #	÷	Distance to ¢ = R		A (acceleration) Kms.	Cms.
1	398,591	÷	1^2	=	398,593	
2	398,591	÷	73.594^2	=	73.594	
3	398,591	÷	$5{,}416.08^2$	=	.013588	1,358.8
4	398,591	÷	$6{,}371^2$	=	.00982	982 ←
5	398,591	÷	$384{,}410^2$	=	2.697×10^{-6}	.2697355
6	398,591	÷	$398{,}591^2$	=	2.5088×10^{-6}	.2508837

See! This verifies the acceleration (A) of 982 cms. -- or .00982 kms. per sec/per sec. -- on the Earth's surface. ?Can you see where it would be a very difficult job -- in using our terrible system -- of converting miles to feet, to inches, etc.?

Simple Formula For Figuring Moon's Orbital Velocity

It is also very simple to figure the orbital velocity (V) for any distance (R) from the Earth's center. All that is necessary -- is to take the square root of Gravity's "magic number" ($\sqrt{G}$, or $G^{1/2}$, or $398{,}591^{1/2}$) --- and divide it by the square root of the distance -- as shown below.

Formula 24-4 (new) for Velocity (V)

$$V = \frac{398{,}591^{1/2} \text{ or } G^{1/2}}{R^{1/2}} \quad 631.34$$

As before -- we will again use the same six distances as shown on Table 24-5, previous page.

Table 24-6 (Velocity)

#	Magic $\#^{1/2}$	÷	Distance$=R^{1/2}$	=	Velocity(V)km/sec
1	$398{,}591^{1/2}$	÷	$1^{1/2}$	=	631.34
2	$398{,}591^{1/2}$	÷	$73.594^{1/2}$	=	73.594
3	$398{,}591^{1/2}$	÷	$5{,}416.08^{1/2}$	=	8.579
4	$398{,}591^{1/2}$	÷	$6{,}371^{1/2}$	=	7.9097
5	$398{,}591^{1/2}$	÷	$384{,}410^{1/2}$	=	1.0828
6	$398{,}591^{1/2}$	÷	$398{,}591^{1/2}$	=	1

From the above two tables (24-5 and 24-6) -- one can see the rate of acceleration (A) -- or the speed that a falling body would acquire

at the end of the first second -- shown on line 4. Also, you can see the speed that a spacecraft would have to travel -- in orbiting near the Earth's surface. Otherwise -- the other 5 distances are of significance.

For example --- at the Earth's center -- look what would happen:

Table 24-7

	G	
Speed of gravity (G) =	$398{,}591^{1}$	= 398,591
Rate of acceleration =	$398{,}591^{1}$	= 398,591
Velocity (V) =	$398{,}591^{1/2}$	= 631.34
Ratio, G & A to V =	$398{,}591^{1/2}$	= 631.34

Notice here that gravity (G) and acceleration (A) are equal -- at this one and only time. But -- at some point -- the acceleration (A) and velocity (V) become equal. Then --- at another point the gravity (G) and velocity (V) also become equal. In other words --- there are 3, and only 3 places where this "pairing" phenomenon can happen. (One is above.) And all are caused by little old GRAVITY.

Gravity Causes "Pairing Phenomena"

Watch what happens when we analyze the 2nd distance (73.594).

Table 24-8

Distance (R) from ℄	$= 398{,}591^{1/3}$	= 73.594
Speed of gravity	$= 398{,}591^{2/3}$	= 5,416.08
Acceleration (A)	$= 398{,}591^{1/3}$	= 73.594
Velocity (V)	$= 398{,}591^{1/3}$	= 73.594
Ratio A to V	$= 398{,}591^{0}$	= 1
Ratio G to A & V	$= 398{,}591^{1/3}$	= 73.594

This is the only one location in which the acceleration (A) and velocity (V) meet. And to make it more amazing --- the speed exactly coincides with the distance (R) from the ℄. And -- to make it even more amazing --- the ratios on the bottom line -- on the above chart also are exactly equal. Again -- only God can make a tree. Then --- don't overlook the fact that the speed of Gravity coincides with the distance of the next item -- 5,416.08 --- shown below --

Table 24-9

5,416.08 from ℄

Distance (R) from C	$= 398{,}591^{2/3}$	= 5,416.08
Speed of Gravity (G)	$= 398{,}591^{1/3}$	= 73.594
Acceleration (A)	$= 398{,}591^{-1/3}$	= .013588
Velocity (V)	$= 398{,}591^{1/6}$	= 8.579
Ratio V to A	$= 398{,}591^{1/3}$	= 631.34
Ratio G to A	$= 398{,}591^{2/3}$	= 5,416.08
Ratio G to V	$= 398{,}591^{1/6}$	= 8.579

The rhythms are starting to get beyond the comprehension of the little human mind. If you have the time --- you can find dozens and dozens of various rhythms --- especially if you start making comparisons with the other tables. We can't take the time or space to detail them -- as this will be done in the mentioned sequel. This may possibly be the distance (5,418.08 kms.) of the origin of Earthquakes. ?Margaret's discontinuity?

Now --- we want to jump to distance #6 -- which is 398,591 kms. from ℄ -- which could prove to be the most exciting of all.

Table 24-10

398,591 kms. from ℄

Distance (R) from C	$= 398{,}591^{1}$	$= 398{,}591$
Speed of Gravity (G)	$= 398{,}591^{0}$	$= 1$
Velocity (V)	$= 398{,}591^{0}$	$= 1$
Acceleration (A)	$= 398{,}591^{-1}$	$= 2.5088 \times 10^{-6}$
Ratio V to A	$= 398{,}591^{1}$	$= 398{,}591$
Ratio G to A	$= 398{,}591^{1}$	$= 398{,}591$
Ratio G to V	$= 398{,}591^{0}$	$= 1$

Ahead -- on pages 24-15 and 24-16 -- is a summary of the above 4 tables (24-7,8,9,10). In this summary -- we have made 6 new tables -- as there are 6 different items -- compiled from the above-mentioned 4 tables.

For example -- the first of the new tables shows Gravity (G) -- which shows the rhythms of the "powers" go from 3/3, 2/3, 1/3, and 0/3. 0/3 would be the same as the zero (0) power.

In Table 24-12 on velocity (V) -- the powers reduce by 1/6 --- then by 2/3 on the next Table (24-13).

Tables 24-12 and 24-14 are exactly the same. This is because the velocity (V) is the square root of the gravity (G) from the beginning (Table 24-12). And so -- when a comparison of Ratios between G & V as shown on Table 24-14 -- is made -- they would naturally agree.

The last 2 tables (24-15, 16) both increase their powers. Again -- may we remind you -- that He must have been a super mathematician. Man, certainly, could not be that perfect.

And if you look --- you will even find more. !How harmonious is nature!!

Table 24-11 GRAVITY (Speed and/or Intensity)

Magic #			Distance from C=R
$398{,}591^{3/3}$	=	398,591	0
$398{,}591^{2/3}$	=	5,416.08	73.594
$398{,}591^{1/3}$	=	73.594	5,416.08
$398{,}591^{0/3}$	=	1	398,591

Powers reduce by one-thirds.

Table 24-12 VELOCITY (V)

$398{,}591^{3/6}$	=	631.34	0
$398{,}591^{2/6}$	=	73.594	73.594
$398{,}591^{1/6}$	=	8.579	5,416.08
$398{,}591^{0/6}$	=	1	398,591

Powers reduce by one-sixths.

Table 24-13 ACCELERATION (A)

$398{,}591^{3/3}$	=	398,591	0
$398{,}591^{1/3}$	=	5,416.09	73.594
$398{,}591^{-1/3}$	=	.013588	5,416.08
$398{,}591^{-3/3}$	=	$.25 \times 10^{-6}$	398,591

Powers reduce by two-thirds.

Note: On any of the above tables -- 0/1, 0/2, 0/3, etc. powers would be to the 0-power. And where the (R) distance is shown as 0 --- it would actually be 1,

Table 24-14 RATIO between G and V

Magic #			Distance from C=R
$398{,}591^{3/6}$	=	631.34	0
$398{,}591^{2/6}$	=	73.594	73.594
$398{,}591^{1/6}$	=	8.579	5,416.08
$398{,}591^{0/6}$	=	1	398,591

Powers reduce by one-sixths.

Table 24-15 RATIO between G and A (G/A)

$398{,}591^{0/3}$	=	1	0
$398{,}591^{1/3}$	=	73.594	73.594
$398{,}591^{2/3}$	=	5,416.08	5,416.08
$398{,}591^{3/3}$	=	398,591	398,591

Powers increase by one-thirds.

Table 24-16 RATIO between V and A (V/A)

$398{,}591^{-1/2}$	=	1/631.34	0
$398{,}591^{0/2}$	=	1	73.594
$398{,}591^{1/2}$	=	631.34	5,416.08
$398{,}591^{2/2}$	=	398,591	398,591

Powers increase by halves.

because after 1 second --- the theoretical acceleration (A) would be 398,591 --- as shown above. The reason for this -- will be detailed in the sequel.

You may marvel at the rhythms on the previous two pages. We can expand table 24-11 ----- in which we can take the powers and divide them into sixths -- instead of thirds -- as shown on the said chart (24-11).

Table 24-17 Gravity (G) divided into sixths

Magic #		Distance
$398{,}591^{6/6}$	= 398,591	0
$398{,}591^{5/6}$	= 46,471	8.579
$398{,}591^{4/6}$	= 5,416.08	73.594
$398{,}591^{3/6}$	= 631.34	631.34
$398{,}591^{2/6}$	= 73.594	5,416.08
$398{,}591^{1/6}$	= 8.579	46,471
$398{,}592^{0/6}$	= 1.	398,591

Something that you may not have noticed. See -- $398{,}591^{5/6} = 8.579$ (approx.), Now watch:

$8.579^{1} = 8.579$

$8.579^{2} = 73.579$

$8.579^{3} = 631.34$

$8.579^{4} = 5{,}416.08$

$8.579^{5} = 46{,}471.$

$8.579^{6} = 398{,}591.$

How beautiful is GRAVITY (G) -- and mathematics! Now if we should separate thes into twelveth (1/12) powers --- instead of sixths - as above ---- all we would have to do is get the square root of 8.579 -- or 2.929 (app.) . then:

2.929^{12} - 398,591

$398{,}591^{1/12}$ = 2.929

$2.929^{1/2}$ = 1.7114

1.7114^{24} = 398,591

And this rhythm goes on and on - to infinity. From this -- you may get an idea of how the tables of logarithms are developed. ?Supposing you had learned math with these rhythms --- instead of wasting time -- in learning to count in 10 or 20 "slangs"? ?Have we been passing up the delight and thrill of learning -- so that we may become succesful failures, and dropouts?

See! Again we repeat ---- we repeat and repeat --- you CAN --- and WILL become a GENIUS --- if you just learn the WHY'S and WHEREFORES. Unless you are an expert --- you should read this chapter several times.

Next chapter -- we go out to the Moon ------- and the following chapter -- on how we are going to be able to predict the weather years in advance.

And --- on this project --- you can become a part.

Looking back at table 24-17 on the previous page --- notice that for $398{,}591^{3/6}$--- that both the distance (R) and the speed of Gravity (G) are 631.34. This is about the distance from centerline -- where the seismic (earthquake) waves "bounce" -- indicating that a vacuum is at this part of Earth. Refer back to page 13-8 --- for more information.

So ---- onward!!!!!

We can now summarize this entire chapter and for that matter -- GRAVITY itself ---- by realizing that acceleration (A) and velocity (V) are both components of gravity. Unfortunately, Newton and contemporary scientists , incorrectly deduced that acceleration (A) was gravity. Therefore, they believe that gravity decreases as to the "square of the distance". Had thay thought that velocity (V) was gravity --- they would have been just as bad off --- in thinking that gravity reduces as to the "square root" -- or the 1/2 power.

Now -- if we multiply the powers (exponents) --- we will find that the power of gravity --- is equal to the exponents (powers) of acceleration x velocity, or $1 = 2 \times 1/2$ ($G^1 = A^2 \times V^{1/2}$). Don't become confused here -- as we're only talking about the exponents --- and not the distance (R). This will also be discussed further in the sequel.

Had Newton realized that acceleration (A) was only a component part of Gravity (G) --- he certainly would not have made this grave "oversight". On the other hand ---- he could have taken the orbital velocity (V) as Gravity (G) and gone to the opposite extreme. But -- without calculaters and spacecraft -- Newton did a remarkable job -- for which the world should be indebted.

Let's now advance --- and find out if the Moon is mathematically located, how we may be able to predict future weather - in which you can participate, and about the Gulf Stream ---- and Spangler's opinions.

Chapter 25
?MOON -- MATHEMATICALLY LOCATED?

Velocity (V) is always the square root of Gravity ($G = \sqrt{V}$ or $V^{1/2}$) -- throughout (y)our universe. At the center of Earth -- Gravity is 398,591. Therefore -- velocity (V) would be $398{,}591^{1/2} = 631.34$. So -- when gravity (G) becomes 1 --- they (G and V) become equal -- as $1 = 1^{1/2}$. And then -- when gravity (G) becomes less than 1 --- the reverse happens -- and the velocity (V) would become greater than G.

For example -- when gravity becomes 1/4 (or .25) --- then velocity would become $1/4^{\frac{1}{2}}$ -- or 1/2 --- as $1/2^2 = 1/2 \times 1/2 = 1/4$. It's hard for the average person to realize why the square of any number should be less than the square root. But only if the number is less than 1. Here's why.

Supposing we have a square 1x1. This makes the "area" also 1 -- as 1x1=1. If we now separate this 1x1 square into 4 equal parcels -- then the length of one of these parcels is 1/2x1/2 -- and the "area" in this small parcel is 1/4 -- as 1/2x1/2=1/4. And the square root is the length of one side.

At first it doesn't make sense -- that

the square root of the length of one side of a square -- would be greater than the "area" within this square. On the other hand -- if the square were 2x2  -- the area would be (2x2=) 4 -- instead of 1/2x1/2=1/4. The numbers are just inverted. As this book is written primarily for the layman -- and as the majority of people do not understand -- the simple basics -- they get discouraged with math and withdraw.

On the other hand -- many expert mathematicians only remember by rote -- or memorizing through repetition -- without understanding why. See! You can become a genius -- if you will only investigate the whys and wherefores. How interesting it then becomes.

The most outer satellites (moons) of Jupiter, Saturn, etc. -- and the outer planets -- are all well within the distance where Gravity (G) becomes 1 -- for the respective Primaries.

Then -- if we refer back to Chapter 21 -- to "Spacing and Saturation" -- and then to the discussion of planetary (and satellite) spacings -- we may come to believe that (y)our universe is mathematically controlled.

Unfortunately -- the present belief is that the Moon's mass (M) is .012 -- instead of ($.012^{\frac{1}{2}}$=) .11 -- or about 9 times heavier. See -- as they

presently have the square of the masses (M) -- and as the mass of the Moon is less than 1 -- the square root becomes more.

On the other hand -- the mass of the Sun is believed to be 330,000 (times the Earth's mass of 1). So -- its corrected mass is only ($330{,}000^{\frac{1}{2}}$=) about 574.25. See! The Sun's mass is greater than 1 -- so the square root is less -- whereas the Moon's mass is less than 1 -- so its square root is more.

If we imagined dropping an object from the Earth's surface and from the Moon -- so that it would theoretically fall to the Earth's centerline --- it would be going at the following speeds -- by the time it hits the centerline.

Dropped from	Final speed at centerline kms. per sec.
Earth's surface	11.185992
From Moon	1.4400626

Obviously -- it could not have a final slower speed -- when dropped from a greater distance. So -- something is wrong.

A = initial or starting acceleration

A_F = final acceleration at Earth's center

R = distance fallen

S = final speed according to Formulas 24-1,2 "accepted"

If we take a new formula #25-1:

$$A_F = \frac{(S \times \sqrt{R})^2}{2}$$

and multiply the calculated speeds -- and then do the following:

from Earth's surface $\frac{(11.185992 \times \sqrt{R=6,371})^2}{2} =$

398,591

from Moon $(1.4400626 \times \sqrt{R=384,410})^2 = 398,591.$

?See what this does? It makes the final acceleration agree with what it should be at the Earth's center. ?Does this prove that gravity actually does have speed -- and that the final speed of acceleration (A_F) exactly coincides with the speed(?) of gravity (G) at the center?

More will be discussed on this in the sequel.

Chapter 26
?PREDICTING WEATHER YEARS IN ADVANCE?

We have made rough preliminary studies -- whereby we believe that the weather can be predicted years in advance. In short -- ?if we can predict the tides years in advance -- why not the weather?

Of course -- the waters of the oceans are limited to an approximate surface level -- and are confined within certain areas of land. Many existing theories about ocean tides are quite inaccurate. For example -- the present theory is -- that a high tide faces the Moon -- while a high tide is simultaneously on the opposite side of the world.

Although the Moon orbits in the same direction as the Earth turns --- because of its (Moon's) great distance -- it falls behind any certain point on the Earth -- at more than 1,000 miles for each hour. Then --- according to this theory -- that a high tide simultaneously exists on the side facing the Moon -- and on the opposite side of the globe -- from the Moon -- ?wouldn't this necessitate that the high tide would also have to move at more than 1,000 miles per hour -- in order to keep up with the Moon's changing position?

For example -- supposing the Moon were directly over London, England. According to this above theory -- there would be a high tide at London -- at 0^{o} longitude --- and a high tide simultaneously on the opposite side of the Earth, at 180^{o} on the International Date Line. This (International Date Line) is located in about the middle of the Pacific Ocean. Look at a world globe -- so you can clearly see this.

Then -- in about 5 hours --- the Moon would be over the area of New York -- and the east coast of the United States. This means that the high tide would have moved across the entire Atlantic Ocean at about 1,000 miles per hour. And at the same time -- the high tide on the opposite side of the Earth would have arrived at the east coast of Asia and India -- also traveling at this same speed -- in order to remain on the opposite side of the Moon.

Now -- common sense will dictate to even an idiot -- making him realize that if these high tides moved around the Earth -- at these ungodly speeds -- the rushing tides would eventually wipe out every island and land mass -- from the face of this good earth. Upon realizing this fact -- almost any idiot can become a potential genius.

It is possible -- and it actually happens -- for a high tide to happen on the Pacific side of the Panama Canal -- while at the same moment a low tide can exist on the Atlantic side of the Canal -- at a distance of only about 40 miles between them. Or, visa versa. Or -- they can simultaneously have high or low tides. The book -- "Moon, The Weather God" was published about three years ago -- by this same author. It details many facts about the tides and weather. In essence --- it also destroys many of the existing myths.

And believe you/me --- there are many, many present myths. But when an "expert" -- "learns" a theory --- such as high tides exist simultaneously on opposite sides of the Earth --- it takes more than an act of God -- to change his mind.

It sounds unbelievable -- that five years after Newton's formulas were unquestionably disproven --- the scientists still tenaciously cling to superstition. Even though not one --- no, not one --- spacecraft is adhering to his formulas --- but is following the corrected laws.

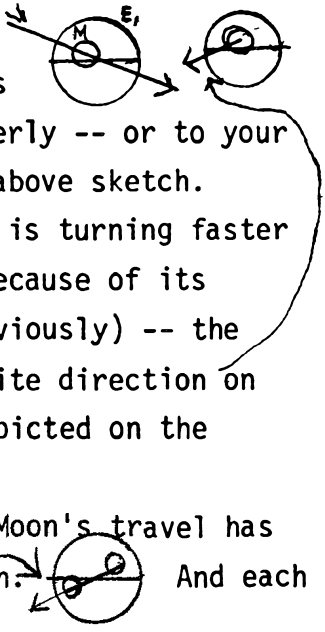
And the scientists, professors, NASA, corrupt government agencies and others -- are still fighting to preserve status quo. And

don't believe that they are above commiting murder --- to preserve their "dignity." A copy of an interesting letter -- written by a brave and fearless man -- who risks losing his business and fortune -- follows.

You can't believe some of the childish antics that have been carried on by certain college professors.

We have been casually working on the theory of how we can predict future weather. Because of an uncertain future with the "intelligentsia"--- we have decided to turn over the completion of investigating the possibility of future weather predictions -- to weather bureaus, universities, and individuals.

When the Moon is on its downward trek of its elliptical orbit --- at first glance -- it appears that the Moon is moving easterly -- or to your right -- as you look at the above sketch. Instead -- because the Earth is turning faster than the Moon is orbiting (because of its distance -- as discussed previously) -- the Moon makes an apparent opposite direction on the Earth's surface -- as depicted on the sketch.



The following day, the Moon's travel has moved to the left -- as shown. And each

day -- it continues to move to the left -- and lower -- as it advances further toward the end of the ellipse.

Then -- as the Moon begins to return -- going upward -- the opposite reaction happens. If the Moon has the power to instigate the harmonic action of the oceans --- to create tides (see "Moon, The Weather God" for more details) --- you can easily see where it would have the "power" -- to marshall the atmosphere -- so as to create low and high pressure areas.

With the atmosphere and the weather -- there are many more variables --- than with the ocean tides. Below we will summarize some of these variables. Of course -- some of these same variables may or may not also affect the ocean tides -- more or less. Following -- is an incomplete summary.

(1) Whether the Moon is on its downward -- or upward -- trek, in its elliptical orbit.

(2) Whether it is at either end of its ellipse.

(3) At exactly what point on the Earth's surface -- the Moon comes closest.

(4) Is it crossing below -- above -- or at the Earth's equator.

(5) Is the Moon at -- or near perigee (closest) --- or, at or near apogee (farthest).

(6) And very important. The terrain of the Earth's surface. Mountains, valleys, deserts, prairies, forests, wasteland, grass-land, crops, cities, pavement, etc.

(7) The distance between mountain ranges --- and which way the Moon is traveling -- relative to these ranges, etc.

(8) Also -- the terrain beneath the oceans is also important. You should certainly study the research -- in the said "Moon, The Weather God."

(9) And you may find other variables that are not listed here.

(10) If you will notice the weather map charts --- you will often notice that the high pressure areas often extend in sort of a loop -- or half circle  from Canada -- southerly down the eastern side of the mountain ranges -- and then return northerly -- west of the easterly ranges.

(11) And then -- study the direction and movement of the Moon -- and the other variables herein -- and you will see where they will

roughly coincide with the lines of these pressure areas.

(12) If you go back to Chapter 5 -- on the Zodiac and weather -- you are reminded of why June 21st is not the hottest day.

(13) The coordination of the Moon and Sun also affects the atmosphere -- as well as the tides.

(14) Again -- if you read the said book, about the Moon, etc. -- you will see one of the reasons why Europe is so much warmer than its counterpart -- the eastern coast of North America.

(15) Certainly -- its not due to the myth of the Gulf Stream -- heating all of Europe.

(16) Is the Moon approaching or moving away from the Earth?

So --- let's sharpen our pencils and calculators -- and throw out the many existing myths --- and find out why -- "Everybody talks about the weather -- but nobody does anything about it."

Comments

Date & Signature

Chapter 27
THE GULF STREAM

?What causes this array of beautiful aqua-marine hues -- as one looks with wonder at the beautiful Gulf Stream -- as the early morning sun rises from the east -- to another new and delightful day? One gets the illusion that fairies are dancing over these excitingly warm waters -- a scant distance offshore from Miami's playland beach -- as the sun's rays vibrate through the atomized steam particles that hover over these incredibly tranquil waters of this world-famous "Gulf Stream."

Truly, it is more wonderful than "Alice In Wonderland" -- how a stream of this enormity is able to meander slowly (at about 3 or 4 miles per hour) and calmly northward -- just offshore from the East Coast of the United States -- for several hundred miles, or 1.6 more kilometers than miles. ?How does this Gulf Stream retain its own distinctive identity, its warmth, and color for such great distances?

The great Mississippi River -- or the mighty Amazon -- soon lose their identity, as they enter and mix with their salty ocean waters. But again, the Gulf Stream retains its identity -- like a separate but much wider, more powerful, and greater river than the Mississippi

not flowing down an already established river-bed -- but performs the Herculean task of constantly swathing a pathway -- which may alter slightly from time to time -- "up" the briny Atlantic.

Some very preliminary -- but far from complete -- investigations indicate that the temperature, size, and volume of the Gulf Stream (usually about 50 miles wide at Miami) all diminish when there is a nearby holocaust of violent volcanos, earthquakes, etc. For example, during the recent earthquake holocaust in Guatemala

But despite insufficient data -- we (S.I.R.) believe in a brand new "theory" -- in that the Gulf Stream originates at a place -- or places -- beneath the Gulf Stream -- where there is an undersea volcano(s), and/or a constant and heavy percolation of super-heated steam, and hot water at the sea bottom. If our theory is correct -- then by keeping meticulous records it would be possible to predict -- and possibly prevent -- future disasters.

?What causes this steam and hot water within the Earth? Present theory is that the original heat was created when the Earth was formed -- 6 billions of years ago.

To determine if this present theory of the original heat escaping from the Earth's interior

is correct -- let's examine some simple logic. Should we, for example, super heat a solid piece of steel -- the size of a basketball -- until it is fiery red hot, or white hot, or far beyond the melting point of iron -- and then we placed this piece of super-heated steel into warm water (not to mention cool or icy water) -- ?how long before it would cool to the same temperature as the water? Ask any blacksmith or foundry worker. He would tell you that in only an hour or two, it would lose most of its heat -- and certainly by the end of a day or two -- it would have lost about all its heat. Admittedly -- the Earth has much more volume than a small basketball -- but even if the Earth were constructed of solid iron -- which it is not -- and it were heated well beyond the melting point -- and perfectly insulated -- ?then how long would it take to lose all its heat? Depending on the outside temperature, of course -- but even if we overlook the fact that parts of the Earth are always covered in snow and ice -- ?still how long would it take for the Earth to lose all this heat?

?A month? Several months? A year? Or at the outside chance -- a couple of years -- or several years? ?But -- hundreds, or thousands, or millions -- let alone billions -- of years?

!Not an outside chance! But if we read it in an "authoritative" textbook -- or an "established" professor tells us -- ?then what? ?Do we become "brainwashed"?

Public relations firms, or advertising agents, etc., are often hired to "crow" on the virtues of whatever. For example -- we are "told" that Mary or Tom Jones is the world's greatest actress or actor -- when almost any one of us could be as good, or better. But if this "fact" is stated often enough and long enough -- most of the people (excepting for you and me) will soon believe "the facts" -- or become hopelessly brainwashed to "the facts."

Comments

Date & Signature

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SPANGLER MFG. CO.
8747 Shirley Avenue
Northridge, California 91324
(213) 886-9406

July 12, 1977

To Whom It May Concern:

It has been brought to my attention that Al Snyder's book, "Newton's Laws Are Full Of Flaws," has been read in part or completely by some of our college professors. And yet, I understand that not ONE of these well-paid professors have made any comment as to whether the book tells the truth, or not. Not one has the guts to challenge Mr. Snyder's $1,000 offer. Or maybe, just maybe, the professors have been hoodwinking the public and receiving big salaries for being educated, when really they are not capable of reading the book and coming to a factual concluding statement (such as, "maybe the book is wrong"--and tell how, why, and what. This only indicated they mean, "I am a crook--the man who is paid for nothing," because that is exactly what he is giving--nothing.)

If, in all these years, Newton's laws have been wrong, and Mr. Snyder's book tells us how; our well-paid professors are not kicking Mr. Snyder's door down to get to the facts, then of course, in my opinion, these professors are absolutely the scum of the earth. If Newton were alive, he would be the first one to Mr. Snyder's door, because only great men will go out on a limb for what they really believe. If I were a professor, and someone wrote a book stating that for years, I had been teaching an incorrect theory, I would go to whatever length necessary in order to find out the truth. Any professor who doesn't feel this way, in my opinion, is a man who would steal from his mother--lie to everybody--his morals would be below that of a gangster. In fact, this man would be lower than a snake in the grass.

Sincerely,

C. K. Spangler
President

CKS:m

Comments

Date & Signature